

**THE INFLUENCE OF USING MINGLE GAME TOWARDS STUDENTS'
SPEAKING ABILITY IN DIALOGUE OF THE SEVENTH GRADE AT
SMP YPPL BANDAR LAMPUNG IN ACADEMIC YEAR 2020/2021.**



A Thesis

**Submitted as a Partial Fulfillment of
The Requirement for S1- Degree**

By:

SERIN NURMAYULIA

NPM. 1611040164

Study Program : English Education

TARBIYAH AND TEACHER TRAINING FACULTY

RADEN INTAN STATE ISLAMIC

UNIVERSITY OF LAMPUNG

2021

**THE INFLUENCE OF USING MINGLE GAME TOWARDS STUDENTS'
SPEAKING ABILITY IN DIALOGUE OF THE SEVENTH GRADE AT
SMP YPPL BANDAR LAMPUNG IN ACADEMIC YEAR 2020/2021.**



Study Program: English Education

Advisor : Iwan Kurniawan, M.Pd

Co-Advisor : Nurul Puspita, M.Pd

TARBIYAH AND TEACHER TRAINING FACULTY

RADEN INTAN STATE ISLAMIC

UNIVERSITY OF LAMPUNG

2021

ABSTRACT

THE INFLUENCE OF USING MINGLE GAME TOWARDS STUDENTS' SPEAKING ABILITY IN DIALOGUE OF THE SEVENTH GRADE AT SMP YPPL BANDAR LAMPUNG IN THE ACADEMIC YEAR 2020/2021

This research was conducted to find the significant influence of using mingle game in students' speaking ability in dialogue. Mingle Game is an activity in which students move around and talk to each others to get some information needed. The research methodology was pre-experimental design. In this research, the population was the seventh grade of SMP YPPL Bandar Lampung in the academic year 2020/2021. The sample of this research use one class is experimental class. Experimental class treatment using mingle game. The treatments were held in 3 meetings. After got the data of students' score from pre-test and post-test, the researcher analyzed the data using SPSS.

From the data analyzed computed by SPSS, it was obtained that Sig. = 0.00. It means H_a is accepted because Sig. < 0.05. Therefore, there is significant Influence of using Mingle Game toward Students' Speaking Ability in Dialogue of the Seventh Grade at SMP YPPL Bandar Lampung.

Key Word: *Mingle Game, Speaking Ability, Pre-Experimental Design*

DECLARATION

I am a student with the following identity:

Name : Serin Nurmayulia

NPM : 1611040164

Thesis : The Influence of Using Mingle Game towards Students' Speaking Ability in Dialogue of the Seventh Grade at SMP YPPL Bandar Lampung in Academic Year of 2020/2021

Cerify this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other researcher opinion or findings included in this thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, 9 Februari 2021

Declared by,

Serin Nurmayulia

NPM. 1611040164



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin, Sukarame, Bandar Lampung, Telp. (0721)703289

APPROVAL

**Title : THE INFLUENCE OF USING MINGLE GAME
TOWARD STUDENTS' SPEAKING ABILITY IN
DIALOGUE OF THE SEVENTH GRADE AT SMP YPPL
BANDAR LAMPUNG IN THE ACADEMIC YEAR
2020/2021**

Name : SERIN NURMAYULIA
Student's Number : 1611040164
Study Program : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED

to be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic
Lampung

Advisor,


Iwan Kurniawan, M.Pd

NIP. 197405202000031002

Co-Advisor


Nurul Puspita, M.Pd

NIP. 198907172015032004

**The Chairperson of
English Education Study Program**


Meisuri, M.Pd

NIP.1980055152003122004



**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Letkol Endro Suratmin, Sukarama, Bandar Lampung, Telp. (0721)703289

ADMISSION

A Thesis entitled: **“THE INFLUENCE OF USING MINGLE GAME TOWARDS STUDENTS’ SPEAKING ABILITY IN DIALOGUE OF THE SEVENTH GRADE AT SMP YPPL BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021”**, by: **Serin Nurmayulia, NPM: 1611040164, Study Program: English Education**, was tested and defended in the examination session held on: **Thursday, April 15th 2021.**

Board of Examiners:

The Chairperson

: Meisuri, M.Pd

The Primary Examiner

: Nunun Indrasari, M.Pd

The First Co-Examiner

: Iwan Kurniawan, M.Pd

The Second Co-Examiner

: Nurul Puspita, M.Pd

The Secretary

: Dr. Nur Syamsiah, M.Pd

**The Dean of
Tarbiyah and Teacher Training Faculty**

Prof. Dr. H. Nirva Diana, M.Pd
NIP.196408281988032002



MOTTO

“Whoever believes in Allah and the Last day, Let him say good or be silent”



DEDICATION

This thesis dedicated to:

1. My beloved parents: Mr. Nonkamran and Mrs. Sukmawati who always give best prayed and supported me in my study and my life. Always give best motivation.
2. My beloved sister: Ferlyn Normatilova who always supported me and give some suggestions for better future and also her loves
3. My beloved brother: Alfindra Al Ikhsan who always give some motivations for me.
4. Special thanks to my beloved friend, Inggil Sukmawati as the best friend who always accompanied me anytime and anywhere. Always making me laugh during finished this thesis and always be there for me.
5. Special thanks to Ranti Pratiwi, who has taught me to calculate data.
6. The amazing people during the process of finishing this thesis, Inggil Sukmawati, Rizka Rahmadhani and Meri Susanti as the best listener who have given positive advice and who have given wonderful day with their jokes this far.
7. The Nunyai Girls, Vina Aulia Putry, Intan Rahmi Puteri and Meliyani Putri for the memorable moments.
8. The Movie Squad, Ranti Pratiwi, Maya Kartika and Novia Anggraini who are encouraging the researcher by sharing laughter and love.
9. My KKN Family Banjarrejo especially Merly Wasuhaya and Dina Damayanti for the previous memories and moments that I never forgot.

CURRICULUM VITAE

Serin Nurmayulia was born in Bandar Lampung on July 16th, 1998. She is the last child of Mr. Nonkamran and Mrs. Sukmawati. She has one older sister named Ferlyn Normatilova and one older brother named Alfindra Al Ikhsan.

She began her formal school in Kindergarden Istiglal. After that, she continued her study at SDN 3 Rajabasa is her primary Education and graduated on 2010. Then, she continued to Junior High School of SMPN 20 Bandar Lampung and finished on 2013. She continued her study in SMA Muhammadiyah 2 Bandar Lampung and graduated on 2016. She was registered as a student of English Education Study Program at University Islam Negeri Raden Intan Lampung in 2016. In July to September 2019, she did a KKN Program in Banjarrejo, Lampung Timur, and she did a teaching practice program (PPL) at SMPN 17 Bandar Lampung.

During her time in University Islam Negeri Raden Intan Lampung, she joined ESA and Bahasa UKM to obtain some experiences. She experienced to be a commite in some occasions. To complete her study at the college, she did the research at SMP YPPL Bandar Lampung.

ACKNOWLEDGMENT

Praise is only for Allah SWT, The Almighty God, for the strength and incredible blessings granted so the researcher is able to finish her paper. Then, peace and salutation always be given to our prophet Muhammad SAW who has guided us from darkness to brightness. This thesis entitled “The Influence of Using Mingle Game towards Students’ Speaking Ability in Dialogue of the Seventh Grade att SMP YPPL Bandar Lampung” as a partial fulfillment of the requirement for S1-Degree in English Education Study Program, Tarbiyah and Teacher Training Faculty in University Islam Negeri Raden Intan Lampung.

Having completed this work, the researcher realized that there are many individuals who have whole-heartedly helped and supported the writing in finishing this paper. Therefore, the author would like to express her sincere gratitude and respect to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with all staffs, who always have given an opportunity and forbearance to the researcher when on going the study until the end of this thesis composition.
2. Meisuri, M.Pd the chairperson of English Study Program at UIN Raden Intan Lampung.
3. Iwan Kurniawan, M.Pd as the first advisor, who has giving advice, guidance, valuable comments, suggestions during the process of accomplishing this undergraduate thesis.

4. Nurul Puspita, M.Pd as the second advisor, who has given evaluation, valuable knowledge, suggestions and provisions who benefited the researcher in the completion and success of her study.
5. Syafiah, S.Pd as the Headmaster of SMP YPPL Bandar Lampung and all the teachers and staff who have helped the researcher in collecting data.
6. All lecturers of English Department of UIN Raden Intan Lampung, who have taught the researcher since the first year of her study.

Finally, nothing is perfect and neither in this thesis. Any correction comments and criticism for the betterment of this are always open heartedly welcome.

Bandar Lampung, February 9th 2021

The Researcher,

Serin Nurmayulia
NPM. 1611040164

TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
DECLARATION	iii
MOTTO	iv
DEDICATION	v
CURRICULUM VITAE	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	viii
LIST OF TABLE	ix
LIST OF FIGURES	x
LIST OF APPENDIXES	xi
 CHAPTER I INTRODUCTION.....	 1
A. Background of the Problem	1
B. Identification of the Problem	7
C. Limitation of the Problem	7
D. Formulation of the Problem	8
E. Objective of the Research.....	8
F. Significance of the Research	8
G. Scope of the research	8
 CHAPTER II REVIEW OF RELATED LITERATURE	 10
A. Frame of Theory	10
1. Speaking.....	10
a. The Nature of Speaking.....	10
b. Teaching Speaking	12
c. Speaking Ability	13
d. Indicator of Speaking Ability	14

e. The Types of Speaking.....	17
f. Dialogue.....	19
2. Games in Foreign Language Teaching	19
a. The Nature of Games.....	19
b. Types of Games.....	20
c. Criteria of Good Games.....	21
3. Mingle Game.....	22
a. Concept of Mingle Game	22
b. The Steps of Mingle Game.....	24
c. Advantages of Mingle Game.....	28
d. Disadvantages of Mingle Game	28
B. Frame of Thinking.....	29
C. Hypotheses	30
CHAPTER III RESEARCH METHODOLOGY	31
A. Research Design	31
B. Research Variable	33
C. Operational Definition of Variable	34
D. Population, Sample and Sampling Technique	34
1. Population	34
2. Sample of the Research.....	35
3. Sampling Technique	36
E. Data Collecting Technique.....	36
F. Research Instrument	37
G. Scoring Criteria.....	38
H. Research Procedure.....	41
I. Validity, Reliability and Readability of the Test.....	42
J. Data Analysis	45

1. Fulfillment of the Assumptions.....	45
a. Normality Test.....	46
b. Homogeneity Test	46
2. Hypothetical Test	47
CHAPTER IV RESULT AND DISCUSSION.....	49
A. Result of the Research	49
B. Data Analysis	50
1. Result of Pre-test in Experimental Class.....	50
2. Result of Post-test in Experimental Class	51
3. Result of Normality Test.....	52
4. Result of Homogeneity Test	53
5. Result of Hypothetical Test.....	54
C. Discussion	55
CHAPTER V CONCLUSION AND SUGGESTION	59
A. Conclusion	59
B. Suggestion.....	59
REFERENCES.....	61
APPENDIXES	64

LIST OF TABLE

Table 1	Students' Speaking Score of Seventh Grade	4
Table 2	Research Design.....	32
Table 3	Total Number Students	35
Table 4	Scoring Rubric for Speaking.....	39
Table 5	Normality Test	54
Table 6	Homogeneity Test.....	55



LIST OF FIGURES

Figures 2.1 the Result of Pre-test	52
Figures 3.1 the Result of Post-test	53



LIST OF APPENDIXES

Appendix 1A Students' Score at Seventh Grade	65
Appendix 2A Teachers' Interview Guideline	67
Appendix 2B Transcript of Teacher' Interview	68
Appendix 2C Result Teacher Interview	70
Appendix 3A Students' Questionnaire Guideline	72
Appendix 3B Students' Questionnaire Result	73
Appendix 4A Instrument of Pre-test	77
Appendix 5A Instruments of Post Test	78
Appendix 6A Experts Judgment Form Speaking Test.....	79
Appendix 7A Readability of Speaking Test.....	80
Appendix 8A the Analysis Students' Score Pre-test.....	81
Appendix 8B the Analysis Students' Score Post-tets	82
Appendix 9A Students' Score pre-test and post-test Gain.....	83
Appendix 10 the Result of Reliability.....	84
Appendix 11 RPP.....	85
Appendix 12 Syllabus.....	99

CHAPTER I

INTRODUCTION

A. The Background of the Problem

There are four skills that must be mastered by the students when learning English, and speaking is one of them that should be mastered by the students, speaking skills became very important in the education field, students need to be exercised and trained in order to have a good speaking skill. Speaking is process of building and sharing meaning through the use of verbal and non-verbal symbol in a variety of contexts.¹ Speaking is action by people to conveying information or expressing their feelings and thoughts by using verbal or oral. Speaking is one of the most skills that people should dominate to create communication between humans.

According Nunan, Speaking is oral skill which consist of producing system verbal sentence to convey meaning. He also adds that speaking is someone's ability to express ideas, feelings, thoughts and more emotions and to respond what other say orally.² Speaking is skill that people can express ideas, feelings and thoughts by using spoken to make good conversation or dialogue between humans and saturation fallacy.

Speaking is a part of language skills which is important for language learners to be developed. Speaking involves the speaker to use

¹ CJ. Brumfi, K. Johnson, *Language Learning Through Communication Practice: In the Communicative Approach to Language Teaching*, (London: Oxford University Press, 1979), p. 167

² David Nunan, *Practical English Language Teaching*, (New York: Mc Graw Hill, 2003), p. 48

speech to express meanings to the other people. According Thornbury, Speaking is a part of daily life that have we take it for granted. The aim in the speaking skill is challenging. The teacher and students may face some problem like the inconvenient condition was appeared by the monotonous teaching technique use by the teachers.³

Some students sometimes were only passive in the teaching and learning process. However, compared to the other English skills, there are only fewer speaking activities during English classes so that the students do not have any chance to develop their communication skill.

Brown says Speaking is also one of the language arts that are most frequently used by people all over the world. The art of speaking is very complex. It requires the simultaneous use of the number of ability which often developed at different rates. Generally, there are at least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.⁴ Speaking is art of the language that concern of comprehension, grammar, vocabulary pronunciation, and fluency by mastered all aspects people can deliver their feelings, thoughts, ideas it can be produce good communication.

According Ur in Samira Al Hosni, there are many factors that cause difficulty in speaking, and they area follows: First, Inhibition. Students are worried about making mistakes, fearful of criticism or simply

³ Scott Thornbury, *How to Teach Speaking*, (Edinburg: Pearson Education Limited, 2002), p. 1

⁴ Brown, *Language Assessment: Principle and Classroom Practices (1st edition)* (San Fransisco: Longman, 2004), p. 157

shy. Second, Nothing to say. Students have no motive to express themselves. Third, Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. Fourth, Mother tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother.⁵

In learning speaking, students have many difficulties when learning it. Based on the preliminary research in SMP YPPL Bandar Lampung, the researcher conducted an interview with the English teacher there.⁶ Name of teacher is Ms. Syafiah, S.Pd. The researcher found that the students are still cannot speak English well, students supine practice speak English in the classroom, and they are also still unable to practice in the classroom, then less of the teacher technique varieties when teaching speaking. It was found that the students have difficulty in speaking English.

Besides from that, the researcher found some problems faced by students. First, students afraid of being wrong and nervous when they are try to speak English. Second, students feel ashamed when they started speak English alone. Third, students feel stale when teaching speaking because the teacher never uses games to teach speaking.

⁵ Samira Al Hosni, *Speaking Difficulties Encountered by Young EFL Learners*, (Oman: International Journal on Studies in English Language and Literature vol 2 (IJSELL), 2014), p. 23

⁶ Syafiah, *Interview the English Teacher* (SMP YPPL Bandar Lampung), 24 Desember 2020.

Based on the interview in preliminary research, the researcher get the data of students' speaking test from the English teacher. The test was about dialogue in the book. The students' score of speaking can be seen in the following table.

Table I
The Students' Speaking Score at the Seventh Grade of SMP YPPL
Bandar Lampung in the academic year 2020/2021.

No	Score	The Number of Students	Percentage
1	≥ 72	20	39.2 %
2	< 72	31	60.8%
Total		51	100%

Source: the score from English teacher of SMP YPPL Bandar Lampung

From the data above, the total number of students in the failed category is higher than then passed category. There are 31 students in failed category (60.8%) and 20 students is passed category (39.2%). It can be inferred that the achievement of the students in learning speaking ability is low, because the criteria of minimum mastery (KKM) in speaking at SMP YPPL Bandar Lampung is 72.

To resolve this problem, the teacher must help students in teaching learning process using game. Game also makes students learn better since they have a feeling of making progress and are provided opportunity to practice and omit they fear. One of the games can be used in speaking class is mingle game.

According Pollard and Hess in Susan Rizki Utami, Mingle game it is an activity in which students stand up and circulate with one another, and talk to people especially at a social event and various topics.⁷ So students can move and talk to each other to get some information need. In this research, the researcher using Mingle Game to simplify the students in teaching and learning speaking.

There are many previous study showed that Mingle Game is effective to intensify the students' score and motivate them in learning speaking. Looking at previous research, based on the research by Avansa Naufal Hakim with the title *"Using Mingle Game to Improve The Speaking Skills of The Seventh Grade Students At SMP Muhammdiyah 2 Mlati In The Academic Year of 2013/2014"* where this research analyze the data using qualitative research. He found that Mingle Game can be proven to increase students speaking ability.⁸

The second previous research by Susan Rizki Utami with the title *"The Use of Mingle Game To Improve Students' Speaking Ability Achievement At SMAN 1 Bandar Lampung"* where this research analyze the data using quantitative research. She found that Mingle Game can improve students' speaking achievement as it allows students to actively

⁷ Susan Rizki Utami, *The Use of Mingle Game To Improve Second Grade students' Speaking Achievement at SMA 1 Bandar Lampung*, (University of Lampung: Bandar Lampung, 2017)

⁸ Avansa Naufal Hakim, *Using Mingle Game to Improve the Speaking Skills of the Seventh Grade Students at SMP Muhammadiyah 2 Mlati in the Academic year of 2013/2014* (UNY: Yogyakarta, 2014).

engage with new content by moving around the class asking and answering question with multiple members of the class.⁹

The third research by Nurfitriani Dianah with the title *“Using Mingle Game to Improve The Descriptive Text Speaking Skill of The Tenth Graders of SMAN 3 in The School Year 2016/2017”* this research showed that there is a great improvement of the students’ descriptive text speaking skill of the tenth grader of SMAN 3 Magelang who are taught by using Mingle Game.¹⁰

Based on the previous research above, the researcher focused this research on speaking skill in dialogue done by the students, and focuses on material greetings, leave taking, gratitude and apologize which is using mingle game. Mingle game can gives opportunity to students to move around and talk to each other to practice communication. By using mingle game teacher gave more chance for students to practice communication. This research focuses using Mingle Game in teaching speaking to the students in seventh grade of SMP YPPL Bandar Lampung. Therefore, the researcher conducted the entitle: The Influence of Using Mingle Game towards Students’ Speaking Ability in Dialogue of Seventh Grade at SMP YPPL Bandar Lampung In academic year of 2020/2021.

⁹ *Ibid*

¹⁰ Nurfitriani Dianah, *Using Mingle Game to Improve the Descriptive Text Speaking Skills of Tenth Graders of SMAN 3 Magelang In The School Year 2016/2017* (Universitas Tidar, Magelang, 2017).

B. Identification Of the Problem

Based on the background of the research there are some problems related to students speaking skill, the researcher found some problems as the following:

1. The students feel nervous and afraid of being wrong when they are trying to speak because they do not know vocabulary.
2. The students feel stale when they are learning speaking.
3. The students feel ashamed when speak English alone.
4. The English teacher took only a little role in his teaching and rarely developed learning activities for the performance student language skills. It makes classroom English learning activity not effective because it is monotonous and less challenging for some students.

C. Limitation Of the Problem

Based on identification of the problem, the researcher found the ideal game to solve these problems and focused the study on using Mingle Game toward students' speaking ability in dialogue of seventh grade at SMP YPPL Bandar Lampung in academic year 2020/2021. In this research, researcher focused in material greetings, leave taking, gratitude and apologize. It only focuses on speaking ability in dialogue by using Mingle Game. This research is designed to get the result of learning speaking ability in dialogue towards students by using Mingle Game.

D. Formulation Of the Problem

From the identification and limitation of the problem above, the researcher formulates as follow: Is there any influence of using mingle game toward students' speaking ability in dialogue of seventh grade at SMP YPPL Bandar Lampung in academic year 2020/2021?

E. Objective Of the Research

The aims of the research is this study to find out the influence of using Mingle Game towards students' speaking ability in dialogue of seventh grade at SMP YPPL Bandar Lampung academic year 2020/2021.

F. The Significance of the Research

After doing this research, the researcher hopes it can be used:

1. Theoretically, it may support the previous theories that Mingle Game can be applied to improve speaking skill in dialogue
2. For students, can help the students in learning English especially in speaking skill
3. For teacher, this study can be used to improve the students speaking skill in the classroom or out of the classroom.

G. Scope of the Research

The scope of the research is divided into four parts:

1. Subject of the Research

Subject of the research are students at the first semester of seventh grade at SMP YPPL Bandar Lampung.

2. Object of the Research

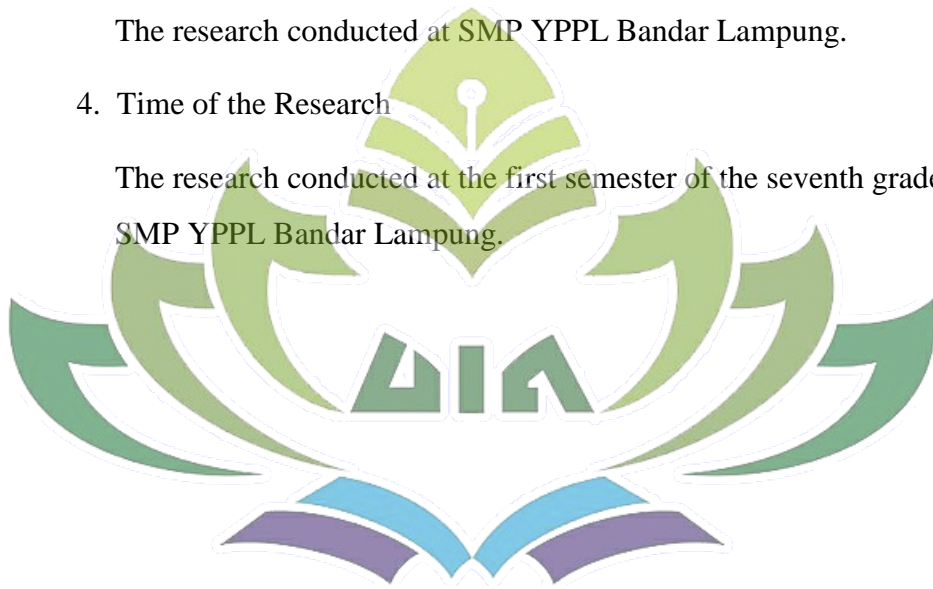
The Object of the research used of Mingle Game towards students' speaking ability in dialogue.

3. Place of the Research

The research conducted at SMP YPPL Bandar Lampung.

4. Time of the Research

The research conducted at the first semester of the seventh grade at SMP YPPL Bandar Lampung.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theory

1. Speaking

a. The Nature Of Speaking

According Brown speaking is a productive skill that can be directly and empirically observed. The productive skill is the skill that is used by learners to produce language. In this case the speaker performance can be directly observed and empirically measured in the speaking process.¹¹ Speaking is productive skill because this skill required people to express their ideas, thought, feeling by using spoken. By using speaking people can convey information to others and can build communication between human.

Harmer explained speaking is a form of communication, so it is important that what you say is conveyed in the most effective way. How you say something can be as important as what you say in getting your meaning across.¹² Speaking is important skill to create a good communication. In communication process, the speaker must be able to share their ideas, feeling and thought clearly, so listeners can conceived what the speakers mean, so can create an effective

¹¹ Brown, H Douglas, *Principle Of Language Learning and Teaching*, (San Francisco: San Francisco University Press, 2001), p. 140

¹² Jeremy Harmer , *How to Teach English*, (London: Addition Pearson Longman, 2007), p. 123

communication. By using language to express meaning, the speakers express their intended meaning to the listeners so that the listeners can make sense of the speakers

According Pollard, speaking is one difficult aspect for students to master. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with.¹³ Speaking must be mastered by the people because this is a way to people express their feelings, ideas with concern to how to use grammar and vocabulary, pronunciation to communicate with others. The conversation between two or more people is a blend of listening and speaking where the comprehension of what has been said is necessary for what the participants says next.

Based on these ideas, it is understand that though speaking people can communicate or express their feelings, thought or ideas in order to understand one to another. Speaking is an ability to converse or to deliver a sequence of ideas frequently. It means that in the process of speaking. There must be at least two people to create a communication, one as a speaker and the other is as a listener. In communication of speaking, the speaker must be able to express or share their ideas clearly, so that the listener can accepted what the

¹³ Lucy Pollard, *Lucy Pollard Guide to Teaching English*, (United State:Oxford University Press, 2008), p. 33

speaker communicates, they must comprehend incoming message and organize appropriate for production.

Though speaking we can share our thought, ideas, feelings to other people as well as situation and we can influence other people. Speaking includes some components such as: structural accuracy, vocabulary, pronunciation, fluency and comprehension for oral communication in the classroom context.

b. Teaching Speaking

Teaching speaking is one of the important part in teaching language. Teaching speaking means teach people to be able to interact with the others verbally in the right way. Speaking is developed from the first contact with the language that we learn, because we can transfer our ideas or messages or thought or order to people using speaking. Language need interaction (speaking) in the process to fulfill the purpose not just a set of grammar that students have in the school. Harmer gives some important points related to the teaching learning activity. He adds some useful ways to minimize the students' reluctance in speaking activities, including:

1. Preparation: giving enough time to think in their head about how they will speak, or it may letting them practice dialogues in pairs before having to do anything more public.

2. The value of repetition: allowing them to approve on what they did before, getting chance to analyze what they have already done, and getting them to draft and re-draft their writing.
3. Big groups, small groups: making sure that they get chances to speak and interact in big or small groups.
4. Mandatory participation: allowing the students to equally engage in a task without knowing who gets the turn first and who gets the next.¹⁴

c. Speaking Ability

Speaking ability is the important aspect skill when learning language. According Paulston and Bruder said that speaking ability has to be taken as an objective in language.¹⁵ It means that speaking as one of the aim of learning English. Students' speaking ability is students who study about how to express their ideas, opinions, feelings and thoughts using English with regard to grammar, pronunciation, fluency, vocabulary, and comprehension.

According Broughton *et al* it is important that students should be able to produce naturally the language which has been presented to him and which he has practiced in various more or less controlled

¹⁴ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Pearson Education Limited, 2007), p. 345-348

¹⁵ Christina Bratt Paulston, Mary Newton Bruder, *Teaching English as Second Language: Technique and procedure*, (Cambridge: Winthrop Publisher, INC, 1976), p. 55

situations.¹⁶ It means students must be able to speak English because speaking ability is productive verbal skill that must be mastered by students. Students must practice speak everyday because speaking ability is producing a language and verbal intelligence.

Based on the explanation above, it can be conclude that speaking ability is the way to producing language to communication that regard to grammar, pronunciation, vocabulary, fluency and comprehension.

d. Indicator Of Speaking Ability

Speaking or oral communication has been considered as an important language for second or foreign language learner , naturally to speak is to convey a message someone else needs, or to get information which has not been known and more importantly to interact to other people.

Speaking skill is a difficult one to asses with precision, because speaking is a complex skill to acquire. There are some essential elements that students must learn, in order to get good speaking ability. Welty explains that speaking is the main skills in communication in two ways of process between a speaker and a listener and involved productive and receptive skills of

¹⁶ Geoffrey Broughton, *et al.*, *Teaching English as a foreign Language*, (2nd Ed), (New York: Routledge, 1980), p. 82

understanding.¹⁷ From this definition, it can be inferred that speaking is the important factor that can support the quality of communication in English and in order to be able speak, one should master the productive skills and receptive skills.

The following four or five components are generally recognized in analysis of speech process:

1. Pronunciation

Pronunciation is the way people pronounce the words. Pronunciation refers to be the person's way of pronunciation as well as other skill. However, pronunciation is limited to segmental phonemes which consist of sound segments; hence, the vowel, consonant, and semivowel sounds of a language.

2. Grammar

Grammar is about structure of the language. Grammar as the students' ability to manipulate structure and to distinguish inappropriate grammatical form in appropriate one.

3. Vocabulary

Vocabulary refers to the words used in a language. Phrases, clauses, and sentence are built up by vocabulary. In short, vocabulary is very important because without words we cannot speak at all.

¹⁷ Welty, *The Teacher Aids in the Instruction Team*, (New York: Mc. Graw-Hill, 1976), p.47

4. Fluency

Fluency is the ability to use a language spontaneously and confidently and without undue pauses or hesitation. Fluency is an aspect that influences very much the students' ability in speaking English. The teachers have to guide the students to develop to master it to be fluent in speaking. In this case, the students can speak spontaneously by using a right language or the students do not use too many unnatural pauses but succeed in conveying the general meaning and fair range of expression.

5. Comprehension

Comprehension is the process of understanding of the utterances sent by the speaker done by listener. Clark states that comprehension has to common sense. In its narrow sense, it denotes the building of meaning from sounds. Comprehension in broader sense denotes the interpretation the meaning and utilize the speech act conveyed.¹⁸ In other words, if there are two people want to make communication to each other, they have to be speaking because they have different information. The activity of speaking or communication should be understood by the speaker and listener. For example, a question, listener extracts the importation then tries to search the answer for it.

According to the explanation above, it can concluded that students' speaking ability is their ability to express their ideas,

¹⁸ Brown, *Language Assessment Principle and Classroom Practices*, (1st edition), (San Fransisco: Longman 2004), p. 149

opinion, thought, feelings and experiences what they are going to say to other people by using their own words with good mastery of pronunciation, grammar, vocabulary, fluency and also comprehension of the content. It is going to be indicated with score achieved by students from the test given.

e. The Types of Speaking

According to Brown, there are some types of classroom speaking performance that student carry out in the classroom, such as:

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human type recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of these kinds as carried out not for the purpose of meaningful interaction, but focusing on some particular elements of language form.

2. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspects of language.

3. Responsive

A good deal of students speech in the classroom is responsive: short replies to teacher or student initiated questions or comments

4. Transactional

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

5. Interpersonal (Dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationship than for the transmission of facts and information.

6. Extensive (Monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberate. These monologues can be planned or impromptu.¹⁹

Based on explanation above, the researcher will choose dialogue as types of speaking which has related to the material, because when students learn in class they need dialogue between students, so that the researcher select dialogue is a good choice to use by students.

¹⁹ Brown, H.D, *Principles of Language Learning and Teaching* (San Francisco State University, 2001), p. 271

f. Dialogue

Dialogue is a conversation between two or more people. It is a verbal exchange of ideas between people, and such fits the standard vision of how dialogue would function in the classroom.

Ur states dialogue is a good way to get learners to practice saying target language utterances without hesitation a within a wide variety of context.²⁰ It means that though dialogue students are able to practice and express their feelings, thought, ideas orally in the target language. Learners can be asked to perform dialogue in different way then the actual words of the text can be varied.

Thornbury said dialogue practice also provides a useful change of focus from teacher led classroom interaction. Teacher can manage the class by making a group of dialogue before practicing.²¹ For a start, the dialogue can be enacted by a teacher an selected students, this is the useful way of demonstrating to the rest of the class how subsequent students pair work is to be perform.

2. Games in Foreign Language Teaching

a. The Nature of Games

Paul expresse that games supply a nonthreatening environment for coping with new learning. When the learnes are having fun, they are likely to accept risk, make mistakes without having feeling of failure,

²⁰ Penny, Ur, *A Course in Language Teaching: Practice and Theory*, (United Kingdom: Cambridge University Press, 2009), p. 32

²¹ Thornbury, *How to Teach Speaking*, (London: Longman, 2005), p. 72

and try to solve their initial feelings and use it in their daily life. Paul also adds that games are the most effective learning to take a place.²² Students can encounter a new English word, expression, pattern, or even in a game, is far more motivated to learn and more likely to internalize a child who receives the new knowledge from teacher before game.

Lewis said that games are fun and the students like to play it. Playing games is a vital and natural part of growing up and learning.²³ Though games students experiment, discover, and interact with their environment. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. Games can provide their stimulus. The game context makes the foreign language immediately useful to the children.

b. Types of Games

Brewster and Ellis explain four main types of games, they are accuracy-focused games (Language control), fluency-focused games (Communication), competitive games, and cooperative games.²⁴

1. Accuracy-focused games focus on individually practicing new language items and developing accuracy, often using chunks of language which are memorized through constant repetition that

²² Paul, Annamria, *Teaching Young Language Learners*, (London: Oxford University Press, 2006), p. 49

²³ Lewis, G, *Games fo Children*, (New York: Oxford University Press, 1999), p. 45

²⁴ Brewster and Ellis, *The Primary English Teacher's Guidance*, (London: Pinguin English, 2002), p. 56

provide useful pronunciation, vocabulary, and grammar practice.

The aim of this game is to score more points than others and there is often a clear 'winner'

2. Fluency-focused games tend to focus on developing fluency and collaboration with others. This game is an important part of the 'communicative' approach. Collaboration is achieved by trying to create a context where students focus on getting a task done together, while of course using key language, rather than simply practicing language items.
3. Competitive games are organized in teams, group, pairs, or individually. There is only a winner who has done something first or gained the most points.
4. Cooperative games are done by trying to create a context where the students focus on getting a task done together. Cooperative games are games where the players or teams work together towards a common goal.

c. Criteria of Good Games

Lee states that games can add fun and variety to a conversation session. They are valuable both in manipulative and communicative phases of language learning. He also states that a good game must fulfill the following requirements:

1. Games should have the aim of game, clear instruction and how to set up the activity, materials to be photocopied for learners, the time allocation, and the main language focus for the learners;
2. Games should involve pair work and group work because they have the advantages, that learners are working simultaneously and to be more active;
3. Games should be tried out first before they are implemented in the class;
4. Games should involve group monitoring because students will be constantly correcting each other;
5. Games should be played fairly;
6. Games consider the language levels and interest of the learners; and
7. Games should be presented by giving a demonstration first before they played.²⁵

3. Mingle Game

a. Concept of Mingle Game

Mingle which is proposed firstly by Pollard and Hess can be modified into new model for teaching speaking skill. Formerly, it is an activity in which the students stand up and circulate with one another, and talk to people especially at a social event and various topics. The unique one of Mingle Game is that the students stand up and circulate

²⁵ Lee, W R, *Teaching Language Games and Contest*, (London: Oxford University Press, 2002), p. 68

simultaneously, in pairs or small groups, and switch from one classmate into another while speaking, and taking notes.²⁶

According Yates in Samsuli the mingle game is an activity in which students move around and talk to each others to get some information needed. This Mingle Game are often designed to practice question asking and answering. In the Mingle Game, the students should wander around the classroom the mingle with their classmates by finding a partner they has not worked with, ask questions to each other and record the answers they get. They usually carry out this mingle activity until students has a chance to talk to some students. The Mingle Game required students to tell each other what they really think about a given topic. By asking and answering questions on cards, the students get the opportunity to say what they really think about something and to discuss a topic in depth to express their emotions.²⁷

Borzova states that mingle is an activity where a student approaches a classmate, talk for a while and then moves on to speak to another classmates. The Mingle Game required students to tell each other what they really think about a given topic. By asking and answering questions, the students get opportunity to say what they really think about something and to discuss a topic in depth and to

²⁶ Pollard and Hess, *Ready to go Activities for Teacher*, (Herforthshire: Prentice Hall, 1979), p. 29

²⁷ Samsuli, M, *Improving Speaking Skills Of the Seventh Grade Students of MTs Ummul Quro Through the Mingling Games*, (Malang: Malang State University, 2011)

express their emotions. Mingle Game are one of the most popular games, they are good to get students up and move around and ask questions to much people to inform that they have given, so that they loosens their inhibitions and wakes them up. This game makes students more active in the classroom especially in speaking class.²⁸

In conclusion, Mingle Game is an activities for achieving a goal which the students move around and talk to each other to get some information from their classmates.

b. The Steps of Mingle Game

According to Case the steps of Mingle Game are:

1. Structured Mingle

Prepare a list of discussion topics or questions ahead of time. After students find a partner in the first round of mingle, they should freeze and listen to one topic or question that you pose. All pairs answer the same question. Then, after students mingle to find another partner, a new topic or question is posed. Do as many mingle rounds as you have questions or topics.

2. on the activity of mingle, the students do the following activities;

- a) The students were given the card by the teacher
- b) The students read the information in the card

²⁸ Borzova E, *Mingles in Foreign Language Classroom*, (Russia: English Teaching Forum, 2014), p. 77

c) The students do the dialogue though moving and walking down

d) The teacher controls and facilitate the students

3. On the presentation, the students do the following activities;

a) The students present the result of mingle with their last partner

b) The teacher give reward for the winner²⁹

According Hall Houston the steps of Mingle Game are:

Before mingle:

Make sure that teachers have everything they need before they start the activity. If the classroom contains a large number of tables and desk, move them to one side of the room, or even outside the classroom. If this is not feasible, consider moving to an empty room or a space outside. Teachers also plan how they will present the activity to your students. This might be particularly challenging if the students have never done one before. In this case, present these basic rules:

1. Stand up. No one sits down during a mingle
2. Walk around until you find someone to talk to
3. Speak English to do the activity
4. When you are finished, move and fine another student
5. Speak in group of 2 only
6. Move around freely. Do not walk in line behind other students

²⁹ Case, A, *Variations on Find Someone Who and Mingle Game:TEFL.Net*, Retrieved from www.edition.tefl.net/ideas/games/find-someone-who-minglingames/ (Accessed on January 30th, 2020)

7. Try to speak with students you do not know

8. Talk to as many people as you can

Note: With low-level classes, teachers may need to demonstrate with a student before they begin. In monolingual classes, teachers can provide the rules in the students' first language.

During the Mingle:

1. Teachers join in the mingle. This gives students a chance to get to know their teacher, and provides them with another demonstration of the activity.

2. Teachers stay alert. Look for signs that things are not going properly. Walk around and encourage students to talk to each other. If the mingle is becoming a muddle, get the students' attention and explain again.

3. Teachers can end a mingle when students' enthusiasm starts to flag. Another option is to give them a strict time limit. Alternatively, teachers can ask students to stop at a pre-determined number of interactions (talk to 7 people then stop).

After the Mingle:

1. When the mingle is over, it's best not to launch into another activity immediately, a report phrase and a feedback phrase to give a sense of closure are recommended.

2. For the report phrase, call on several students to tell the class something another student told him or her. Teachers can make

this more interactive by calling on one student and asking him or her to choose another student.

3. For the feedback stage, teachers tell the class how they think everything went, and what could have made it even better. Teachers point out some problems noticed, but avoid criticizing any student directly if the teachers feel it could be embarrassing. Ask students what they thought of the mingle and if they'd like to do it again.³⁰

From two procedures above the researcher will combine the procedures based on experts, as follows:

1. Teachers describe about what is mingle game
2. Teachers show the video of the students about the material
3. Teacher divided class into two groups. The students do dialogue when teacher say "mingle" though moving and walking down and stop when teacher say "stop".
4. Students walk around until find someone to talk to. When you are finished, move and find another student
5. The students present the result of mingle with their last partner in front of class.

³⁰ Houston, Hall, *Mastering the Mingle by Hall Houston: (International House Journal. Issue 33 Autumn 2013).*

c. Advantages of Mingle Game

There are some advantages in using Mingle Game in teaching and learning process. They are:

- a. Mingle Game brings in relaxation and fun for students
- b. Mingle Game usually involves friendly competition and keeps learners interested. These activities create the motivation for learners of English to get involved and participate actively in the learning activities. Every student is involved to do interaction, including shy students. They are guided to start to speak.
- c. Bringing real world context into classroom and enhances students' use of English in a flexible, communicative way
- d. The students were motivated to express their ideas in a group activity
- e. The students became competitive
- f. Students learned without realizing that they are learning
- g. Improving students' proficiency.³¹

d. Disadvantages of Mingle Game

Disadvantages of using Mingle Game in teaching and learning process. They are:

- a. The Mingle Game must in large group
- b. This game needed many participation

³¹ Avansa Naufal Hakim, A Thesis *Using English Mingle Game to Improve the Speaking Skill of the Seventh Grade Students at SMP Muhammadiyah 2 Mlati in the Academic Year of 2013/2014*, (Yogyakarta, 2014).

- c. The teacher cannot monitor every student in the class carefully because the Mingle Game activity is noisy. Students will be noisy for preparing their speaking performance and doing the activity.

B. The Frame of Thinking

Speaking is skill in English that very important in our life, because life not separated from speak and communication. Speaking in English as a foreign language is difficult to teach, so the teacher should carefully when teaching speaking in the class in order to students, teacher should make students more understand about the material.

Mingle game is game that can be used by the teacher in teaching speaking ability especially in dialogue. Using Mingle Game, students will more active and enjoy during in the class, because Mingle Game is an activity in which the students move around and speak to each other to get someone information.

Mingle Game will compatible for the students in teaching speaking, because the students will be interest and active. The students can feel fun and enjoyable and can reduce boredom when the teacher using Mingle Game in teaching learning process. The implementation of using Mingle Game in the classroom will effective to the students, because this game is useful for teacher to teaching speaking ability especially in dialogue. In teaching and learning English, teacher must teach using

appropriate technique and media in order to students interesting in teaching learning process

C. Hypotheses

The hypothesis of the research as follows:

Ha: There is significant Influence of using Mingle Game towards Students' Speaking Ability in Dialogue of the Seventh Grade at SMP YPPL Bandar Lampung in Academic Year 2020/2021.

Ho: There is no significant Influence of using Mingle Game towards Students' Speaking Ability in Dialogue of the Seventh Grade at SMP YPPL Bandar Lampung in Academic Year 2020/2021.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used experimental research design. Experimental design is the traditional approach to conduct quantitative research. In the experimental research you can test an idea to specify whether it influences an outcome or dependent variable. Ary states that experimental design has some characteristic: control of variable, manipulation, observation, and measurement. It means that experimental research is a research method which is used to know the influence of certain independent variable towards dependent variable.³² It means that experimental research is a research method which is used to look for the influence of certain variable towards another in controlled condition.

In this research, the researcher applied pre experimental design. Pre experimental designs do not have the key defining attributes of experimental studies, random assignment and a direct manipulation of one independent variable. This section presents two designs that have been as pre experimental because they provide little or no control extraneous variable.³³ From the type of pre experimental design, the researcher will choose the one group pretest-posttest design, usually involves three steps: First, Administering a pretest measuring the dependent variable. Second ,

³² John W. Creswell, *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative research*, (Boston: Pearson Education, 2012), p. 294

³³ *Ibid.* p. 303

applying the experimental treatment X to the subjects. Third , administering a posttest again measuring in the dependent variable. Differences attribute to application of the experimental treatment are then evaluated by comparing the pretest and posttest score.³⁴

The research design as follows:

Table 2
Research Design

Pre-test	Independent Variable	Post-test
Y ₁	X	Y ₂

Note:

Y₁: Pre-test

X: Treatment by using Mingle Game

Y₂: Post-test

Based on the table above, the researcher did pre-test to know students basic skill in speaking ability before they gives treatment by game. After the researcher has got pre-test, researcher did a treatment to experimental class. Treatment gave to experimental class, treatment by used mingle game. The end of the research, students did post-test in order to know students attainment after the treatment used Mingle Game. This research conducted to find out the result of the application of using Mingle Game on students' speaking ability especially in dialogue.

³⁴ John W. Creswell, *ibid*, p. 309

B. Research Variable

Based on Cresswel, “a variable is characteristic or attribute of an individual or an organization that the researcher can measure or observe and varies among individuals or organization studied. The variable of the research as follows:

a. Independent variable

The independent variable in this research be Mingle Game that is symbolized by (X).

b. Dependent variable (Y)

The dependent variable in this research be the students' speaking ability in dialogue that is symbolized by (Y).

C. Operational Definition of Variable

The operational of variable in this research as follows:

1. Mingle Game (X)

Mingle game is an activity in which students move around and talk to each other to get some information needed. By asking and answering questions, the students get opportunity to say what they really think about something and to discuss a topic in depth and to express their emotions.

2. Speaking Ability in dialogue (Y)

Students' speaking ability is the ability in expressing thought orally. In the other words, by speaking students concerned with the

way to share or express what the students think and feel with good pronunciation, grammar, vocabulary, fluency and comprehension.

D. Population, Sample and Sampling Technique of the Research

1. The population

Population is generally large collection of individual of object in the research. According Creswell, Population is a group of individuals who have the same characteristic.³⁵ Population in this research was all students of the seventh grade of SMP YPPL Bandar Lampung in academic year 2020/2021. It consist of 2 classes with total 51 students.

Table 3
The total number of the students of the seventh grade of SMP YPPL Bandar Lampung in Academic Year of 2020/2021

No	Class	Male	Female	Number of Students
1	7 A	12	14	26
2	7 B	11	14	25
Total				51

Source: The Data of Total Students of the Seventh Grade of SMPN YPPL Bandar Lampung

Based on the description on the table 3, there are 51 students at seventh grade of SMP YPPL Bandar Lampung. It consists of 2 classes, for class 7 A consist of 26 students and class 7 B consist of 25 students.

³⁵ John W. Creswell, Op.cit., p. 142

2. Sample Of the Research

According to Fraenkel and Wallen, sample is any group of population that is to find out information in the research. In other words sample is small group or number of population.³⁶ In this research the researcher used one class as the sample of this research that is experimental class.

3. Sampling Technique

In this research, the researcher used cluster random sampling technique. Fraenkel and Wallen state that the selection of groups, or cluster subjects rather than individuals is known as cluster random sampling. It means that cluster random sampling is a sampling technique that choose the sample through groups and not individuals. The researcher will conduct the research at the first semester of the seventh grade which is consists of ten classes, but the researcher will one class as the sample.³⁷

The steps in determining the experimental class as follows:

1. The researcher writes the names of classes at seventh grade on the pieces of paper consist of 7A and 7B.
2. And then the researcher put pieces of paper into the bottle
3. After that, the researcher shaked the bottle with eyes closed. First paper will be an experimental class.

³⁶ Jack R Fraenkel and Wallen , *How To Design and Evaluation Research in Education* (6th ed), (San Francisco: State University, 2006), p.92

³⁷ Jack R Fraenkel and Wallen ,*ibid* , p. 97

E. Data Collecting Technique

In this research, the researcher used test to collect the data. It consists of pretest and posttest. The test will be used to know the students' speaking ability, as follows:

1. Pre-test

Pre-test conducted to the students in experimental class in order to find out the students speaking ability before the treatment. According to Creswell a pre-test provides a measure on some attribute or characteristic that you assess for participant in an experiment before they receive a treatment.

2. Post-test

Post-test conducted to the students in experimental class in order to investigate the effect of the treatment towards the students speaking ability after treatment. According to Creswell a post-test a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment.³⁸ The purpose of pre-test and post-test is to know about students' speaking ability in dialogue though Mingle Game, the researcher will use speaking test where the students practice speaking in front of the class.

³⁸ John W. Creswell, *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative research*, (Boston: Pearson Education, 2012) p. 297

F. Research Instrument

Instrument is the important function in research because the researcher needs research instrument to collect the data. This research is used test as instrument research. In this research, the researcher used two kinds of instrument, they are pretest and posttest. This test is aimed to measure the students' speaking ability by using Mingle Game. The material of the test taken from English book and other resources that related to English lesson of the seventh grade curriculum 2013.

1. Pre-test Instrument

Class/Time Allocation: VII/ (2x40 minutes)

Topic for the pre-test are:

- Situations:
- a. Meeting new nightbour
 - b. Farewell with your friend
 - c. Your friend passed the test
 - d. You lost your friend's pen

2. Post-test Instrument

Class/Time Allocation: VII/ (2x40 minutes)

Topic for the post-test for:

- Situations:
- a. Meeting your teacher
 - b. Your friend is moving house
 - c. Your friend got new job
 - d. Your friend lost your book.

G. Scoring Criteria

In evaluating the students' speaking ability the researcher used scoring rubric for speaking proposed by Brown. Brown states there are five aspects to be considered: grammar, vocabulary, pronunciation, fluency and comprehension.

Table 4
Scoring Rubric for Speaking

1. Grammar

Score	Criteria
0-5	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
6-10	Can usually handle elementary constructions quite accurately but does not have through or confidents control of the grammar.
11-15	Able to use the language accurately on all levels normally pertinent to the professional needs. Errors in grammars are quite rare.
16-20	Control grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical social and professional topic.

2. Vocabulary

Score	Criteria
0-5	Vocabulary is inappropriate for the topic, making the speaker difficult to understand.
6-10	The vocabulary starts to provide clarity and avoids

	confusion.
11-15	Sentence structures and word choice are varied to avoid monotony of tone and repetition in ideas.
16-20	Vocabulary is descriptive and accurate, engaging the listener through imagery.

3. Pronunciation

Score	Criteria
0-5	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be an unintelligible.
6-10	Frequent phonemic errors and foreign stress and intonation pattern that cause the speaker to be occasionally unintelligible.
11-15	Some consistent phonemic errors and foreign stress and intonation patterns, but the speaker is intelligible.
16-20	Occasionally non-native pronunciation errors, but the speaker is always intelligible.

4. Fluency

Score	Criteria
0-5	Speech is so halting and fragmentary or has such non-native flow the intelligible is virtually impossible.
6-10	Numerous non-native pauses and/ or a non-native flow that interferes with intelligible.
11-15	Some non-native pauses but with nearly native flow so that pauses do not interfere with intelligible.
16-20	Speech is smooth and effortless, closely approximating that of native speaker.

5. Comprehension

Score	Criteria
0-5	The content lacks organization; transitions are abrupt and distracting.
6-10	The organization of the content is congruent; transition are evident.
11-15	Comprehension is quite complete at a normal rate of speech.
16-20	The content is organized logically with fluid transition of capture and hold the listener's attention throughout the entire presentation. ³⁹

H. Research Procedure

The procedure of this research is follows:

1. Determining the subject of the research

The subject of the research was the seventh grade students of SMP YPPL Bandar Lampung in academic year 2020/2021. The researcher took one class by using mingle game.

2. Selecting the instrument material

The material used English book of class seventh of junior high school and other sources from internet. The material also based on syllabus and curriculum 2013.

³⁹ H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (USA: Longman, 2000) p.149

3. Administering pre-test

The pretest is aimed at capturing the students' initial ability. The pretest was given administered for 80 minutes in the experimental class. It will be done in order to checking students' speaking ability before getting the treatment with Mingle Game.

4. Giving Treatment

The treatment was given by using Mingle Game in the experimental class, the researcher used mingle game to teach speaking in dialogue.

5. Administering posttest

Posttest is intend to find out whether the influence of students' speaking ability after treatments.

6. Analyzing the data

In analyzing the data, the researcher analyzed in the form of quantitative data. It used to discover how far significant the treatment influences the students' speaking ability.

I. Validity, Reliability, and Readability of Speaking Test

1. Validity

According Ary, Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations.⁴⁰

In this instrument the researcher used content validity and construct validity to test speaking ability.

⁴⁰ Donald Ary, et.al, *Introduction to Research in Education, Eight Edition* (Wadsworth: Cengage Learning, 2010), p. 224

a. Content Validity

Content validity is the degree to which a test measures an intended content area.⁴¹ Content validity requires both item validity where it represents measurement in the intended content area and sampling validity which was used to find out how well the test samples the total content area or relevant with the purpose of the test. Content validity refers to how far the measurement represents the elements of a construct. In this research the test is intended to measure students' speaking ability in dialogue at seventh grade of SMP YPPL Bandar Lampung test will be test that can measure students' speaking ability. To get the content validity of speaking test, the researcher will try to set the materials based on the curriculum for seventh grade of SMP YPPL Bandar Lampung.

b. Construct Validity

Construct validity is a second category of validity that the teacher must be aware of in considering language test.⁴² In this research, the researcher was administer a speaking test. The scoring covers five aspects of speaking that are adapted from Brown. The researcher consulted the instruments to the English teacher of SMP YPPL Bandar Lampung did on January 8th, 2021 to make sure the instrument is valid.

⁴¹ *Ibid*, p.156

⁴² Donald Ary, et. Al, *Ibid*, p. 157

2. Reliability

Reliability is the degree of consistency with which it measures whatever it is measurement. According Cresswell reliability means the scores from an instrument are stable and consistent.⁴³ The consistency of the score result means the instrument is reliable. It is shown by the result of the two rater's mean score. The data of mean score of the tests from the two raters were then analyzed by Cronbach Alpha.

Furthermore, to know the degree of the level of reliability, the researcher will consult the criteria of reliability as follows:

Reliability coefficient 0.800 until 1.000 is very high

Reliability coefficient 0.600 until 0.800 is high

Reliability coefficient 0.400 until 0.600 is fair

Reliability coefficient 0.200 until 0.400 is low

Reliability coefficient 0.000 until 0.200 is very low.⁴⁴

Based on the criteria reliability above, it can be conclude that the result obtained in SPSS (*Statistical Package for the Social Science*) for pre-test and post-test items has high reliability because it amounts 0,803 and 0,850. It means that the level of reliability of the item this research were reliable.

3. Readability

⁴³John W Creswell, *Educational Research (4th Edition)*, (Lincoln: University of Nebaska, 2008), p. 159.

⁴⁴Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: PT. Rineka Cipta, 2010), p.102

Readability is one of the most important aspects that should be considered in selecting a good passage for students. According Barbara Wood in Yeni Nurhamsih readability was investigated to measure the writing complexity and to estimate the reading or education level for comprehension of the text.⁴⁵ Readability test are indicator that used to measure how easy a document to read and understand. Readability statistic is solid predictor of the language difficulty level of particular document. The essential information in an evaluation document should be easy to understanding. Readability can also increase the validity and reliability of data collection instruments as well as the credibility of the evaluator.⁴⁶

J. Data Analysis

Fulfillment of the Assumption

Parametric statistical significances test, such as analysis of variance and least squares regression, are widely used by researcher in many disciplines, including statistic parametric test to produce accurate result, the assumption underlying them such as normality and homogeneity test must be satisfied.

⁴⁵ Yeli Nurhamsih, *The Analysis of the Readability Levels of the Reading Texts in Textbook Entitled "Fast Tract to English" for the Third Year Students of SMA Based on Raygor Readability Estimate*, (International Journal of English Language and Teaching: Bengkulu University, 2017).

⁴⁶ Julian B. Koume, *Journal of Multi Disciplinary Evaluation* Vol. VI No. 14 ISSN 1556-8180 August 2010: *Using Readability Test to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, Western Michigan University, p. 133, Accessed on Wednesday 14 July 2020

1. Normality Test

The normality test is used to know whether the data in the experimental class is normally distributed or not. It means that it is the way to make sure that the test given by the researcher is distributed in order. The researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for the normality of test. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk.

The hypotheses formulas are:

H_0 = the data have normal distribution

H_a = the data not have normal distribution

The criteria for acceptance of normality test as follow:

H_0 is accepted if significant (P_{value}) ≥ 0.05

H_a is accepted if significant (P_{value}) ≤ 0.05

2. Homogeneity Test

Homogeneity test is used to determine whether or not the data obtained from sample is homogeneous.⁴⁷ The researcher will use statistical computation by using SPSS (*Statistical Package for Social Science*) for homogeneity of the test. The test homogeneity employing Levene's test.

⁴⁷ Budiyo, *Statistika Untuk penelitian*, (Surakarta: University Press, 2004) p. 170

The Hypotheses formulas are:

H_0 : the variance of the data is homogenous

H_a : the variance of the data is not homogenous

The criteria for acceptance of the homogeneity test as follow:

H_0 is accepted if significant ($P_{\text{value}} \geq \alpha = 0.05$)

H_a is accepted if significant ($P_{\text{value}} \leq \alpha = 0.05$)

3. Hypothetical Test

If the fulfillment of the assumptions normality test and homogeneity test are fulfilled, the researcher uses t-test. Ary states hypothesis testing is collection of observation to determine whether the observation confirm or fail to confirm a hypothesized relationship.⁴⁸ The researcher used statistical computation by using SPSS (*Statistical Package for the Social Science*) for the hypothetical test.

The hypotheses formulas are:

H_a : there is influence of using Mingle Game towards students' speaking ability in dialogue of the seventh grade at SMP YPPL Bandar Lampung in academic year 2020/2021.

H_0 : there is no influence of using Mingle Game towards students' speaking ability in dialogue of the seventh grade at SMP YPPL Bandar Lampung in academic year 2020/2021.

⁴⁸ Donald Ary, *Introduction to Research in Education, Eight Edition* (Wadsworth: Cengage Learning, 2010), p. 224

While the criteria are:

H_0 is accepted if $\text{Sig. } (P_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig. } (P_{\text{value}}) \leq \alpha = 0.05$



CHAPTER IV

RESULT AND DISCUSSION

A. Research Procedures

The research was conducted on 4th January – 27th January 2021. The researcher carried out the research through the subsequent steps:

1. The researcher had determined the subject of the research: students at the seventh grade of SMP YPPL Bandar Lampung at first semester in academic year 2020/2021.
2. The researcher had determined the sample in this research used cluster random sampling.
3. The researcher held pre-test on 4th January 2021.
4. The researcher analyzed the data that were gained through pre-test
5. The researcher gave the treatment to the experimental class by using Mingle Game.
6. The researcher held post-test on 27th January 2021 to know students' score after treatment.
7. The researcher analyzed the data that were obtained through post-test. The data were analyzed by using SPSS.

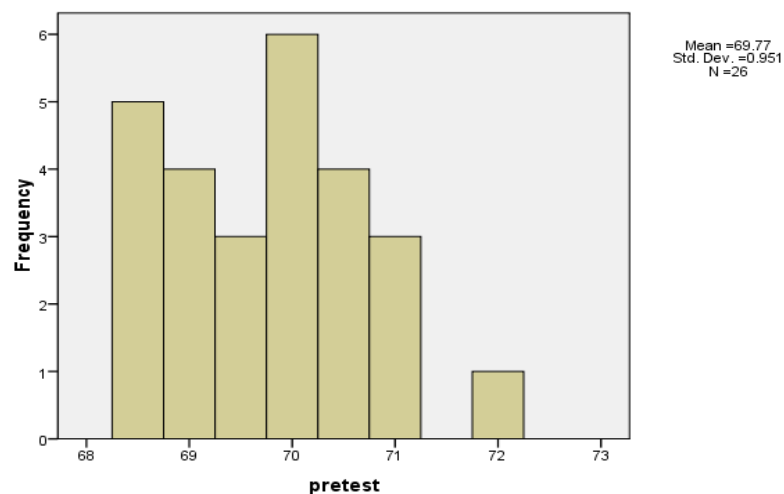
B. Data Analysis

The researcher was gained in order that the researcher knew whether there was any influence for the students' speaking ability after they were given treatment. The researcher examined at the first semester of the seventh grade of SMP YPPL Bandar Lampung. There was one class as a sample of the research that was 7A. In this research, the researcher used cluster random sampling to choose the sample.

1. Result of Pre-test

Pre-test was conducted on 4th January 2021. The researcher began the pre-test to discover the students' speaking ability before treatment. The result of pre-test for 7A as experimental class can be seen on figure 2.1:

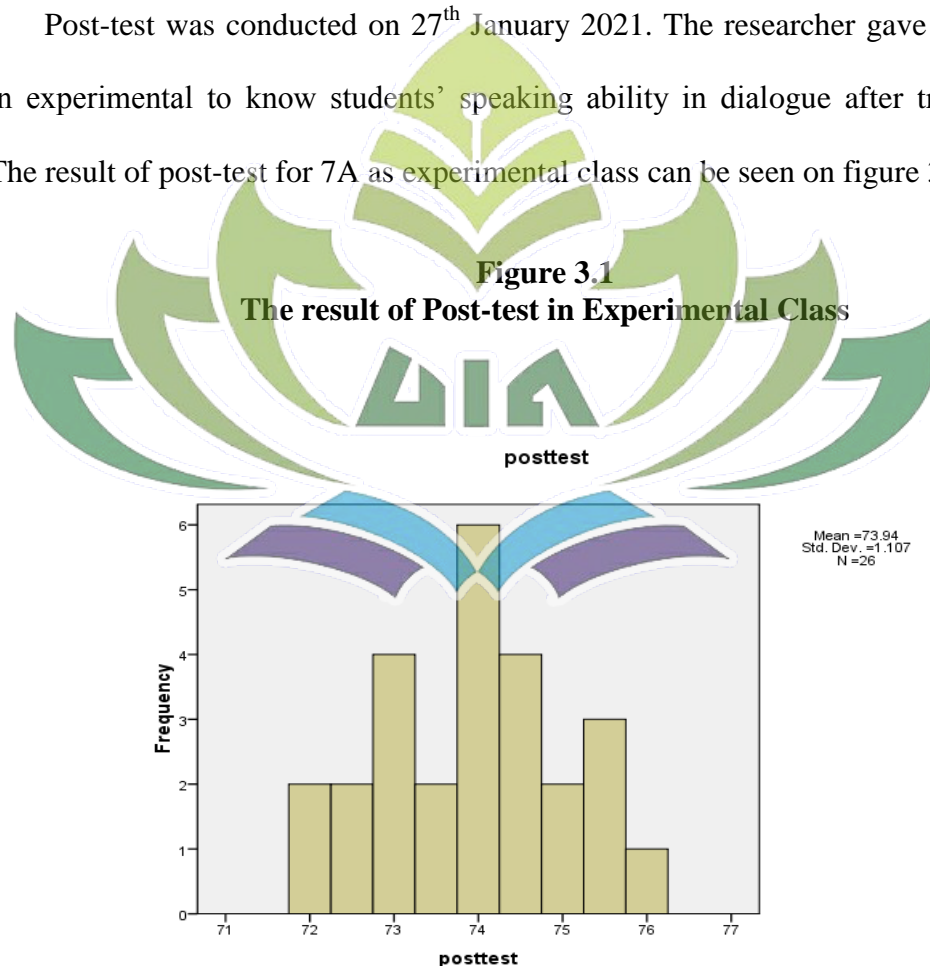
Figure 2.1
The result of Pre-test in Experimental Class



Based on figure 2.1, it can be seen that from 26 students there were five students who got score 68.5. There were four students who got 69. There were three students who got 69.5. There were six students who got 70. There were four students who got 70.5. There were three students who got 71. Then only one student got 72.

2. Result of Post-test

Post-test was conducted on 27th January 2021. The researcher gave post-test in experimental to know students' speaking ability in dialogue after treatment. The result of post-test for 7A as experimental class can be seen on figure 3.1:



Based on figure 3.1, it can be seen that from 26 students there were two students who got score 72. There were two students who got 72.5. There were

four students who got 73. There were two students who got 73.5. There were six students who got 74. There were four students who got 74.5. There were two students who got 75. Then only one student got 76.

3. Result of Normality Test

The researcher tested the normality test after got the scores of dialogue in experimental class was normally distribute or not.

The hypotheses formula as follow:

H_a : the data are not normal distribution

H_o : the data are normal distribution

The criteria accepted:

H_o is accepted if $\text{sig} \geq \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

Table 5 Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
PRETEST	.158	26	.094	.935	26	.103
POSTTEST	.136	26	.200 [*]	.963	26	.452

Based on the table 5, it can be seen score both of Kolmogorov-Smirnov that Sig. $P_{(\text{value})}$ for experimental class for pre-test was 0.94 and Sig. $P_{(\text{value})}$

for post-test was 0.200 and $\alpha = 0.05$. It means that $\text{Sig.}P_{(\text{value})} \geq \alpha$ and H_0 is accepted. The conclusion is the data are in normal distribution.

4. Result of Homogeneity Test

This researcher did the homogeneity test to know whether the data was homogenous or not.

The hypotheses for homogeneity test were:

H_0 : the variance of the data is homogeneous

H_a : the variance of the data is not homogenous

The criteria acceptance or rejection of normality test were:

H_0 is accepted if $\text{Sig.} \geq \alpha = 0.05$

H_a is accepted if $\text{Sig.} \leq \alpha = 0.05$

Table 6 Test Homogeneity of Variance

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
SCORE	Based on Mean	.320	1	50	.574
	Based on Median	.302	1	50	.585
	Based on Median and with adjusted df	.302	1	49.120	.585
	Based on trimmed mean	.300	1	50	.586

Based on the table above, the significant mean score was $0.574 \geq 0.05$ thus the variance of the data of experimenatal class was homogeneity and paired sample test was able to conduct in this research.

5. Result of Hypothetical Test

After the data were normal and homogenous, the researcher used following t-test by paired t-test for hypothetical of the test.

The Hyopthesis as follow:

H_a : There is a Significant Influence of using Mingle Game toward students' speaking ability in dialogue of the seventh grade at SMP YPPL Bandar Lampung Academic Year 2020/2021.

H_0 : There is no Significant Influence of using Mingle Game toward students' speaking ability in dialogue of the seventh grade at SMP YPPL Banadar Lampung Academic Year 2020/2021.

H_a is accepted if Sig. (P_{value}) $\leq \alpha = 0.05$

H_0 is accepted if Sig. (P_{value}) $> \alpha = 0.05$

Table 7 Paired Sample Test

Paired Samples Test								
	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 POSTEST - PRETEST	4.17308	.74756	.14661	3.87113	4.47502	28.464	25	.000

Based on the table 7 above, it was gained all of significant (2-tailed) $0.000 < 0.05$. It means, there was a different mean to the entire test which means that there was influence of using Mingle Game toward students' speaking ability in dialogue in this research.

C. Discussion

The first treatment was conducted on 6th January 2021 in experimental class. Students looked so confuse and not interested when the researcher said about the lesson. They said that it was very confuse and difficult to express their ideas, feelings, and thoughts because they lack of vocabulary and afraid of being wrong when they speak English. Before the researcher taught using mingle game, the researcher started the lesson with play the video about the material, and explained what is mingle game and how to playing that game. The researcher divided students to 2 groups. Fisrt group as the questioner and the second group as the answerer. In the first

treatment only few students understand and want to speak English after they were discuss about the material.

The second treatment was conducted on 15th January 2021. In the second meetings , students more confident then the first meetings because students did not look nerveous anymore. The researcher started the teaching and learning process with explained the materials. Before it, the researcher tried to remind the students about Mingle Game and explained again the steps of the game. In this treatment the researcher gave a topic to students about leave taking and gratitude and the students should make dialogue with their partner. They discuss the topic by using mingle game. In the last session of the lesson, the researcher asked students to perform the result in front of class with their last partner.

The third treatment was conducted on 22th January 2021. This session was better than first and second meetings because the students felt more enjoy and more understand learning by using Mingle Game. The researcher gave the new topic it was about apologize. The students looked more interesting in learning speaking by using Mingle Game. They more concentrate and enthusiastic with the given material.

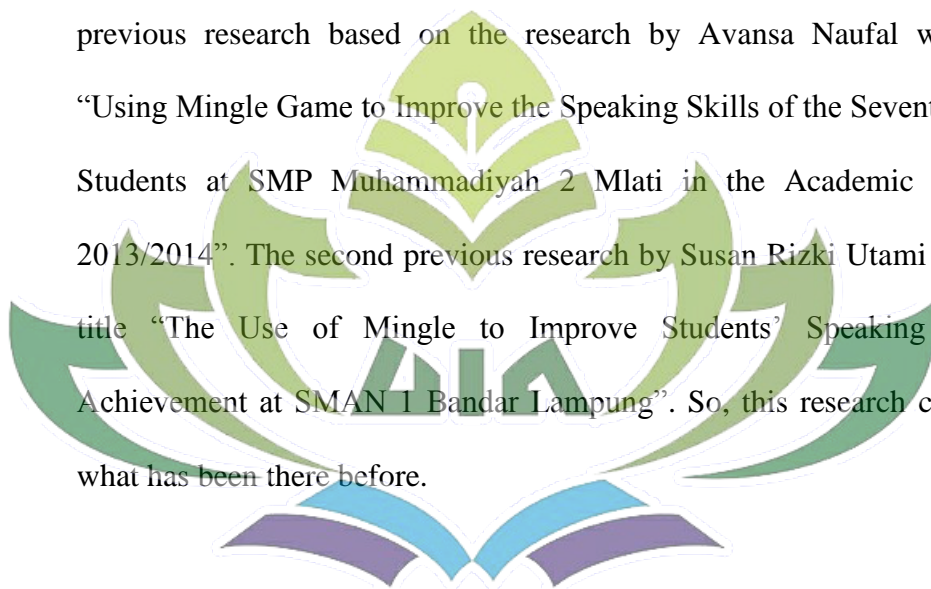
Based on analysis of the research, it was discovered that the learners educate by using Mingle Game had improved their ability in speaking especially in dialogue. In this research, students educate by using Mingle Game in experimental class. Based on result of pre-test and post-test,

before using Mingle Game was applied, the students' speaking ability was lower and than after using Mingle Game, it had found that there was significant influence of using Mingle Game.

In this research, the researcher found some students difficulty such as: they afraid of being wrong and nervous when they are speak English. Therefore, the researcher had motivating the students to be confident when speak English. There was a little role play when teacher teaching speaking, it make students bored when learning speaking. Those of problem related with Lee's theories character of problem solving in learning speaking by using game. Lee states that games can add fun and variety to a conversation session. They are valuable both in manipulative and communicative phases of language learning. One of the games that can be teaching in speaking is Mingle Game. It can be concluded that Mingle Game can solved the problem of students, because the students can express their ideas, thoughts and feelings with friends and more communicative in teaching and learning speaking. Mingle game is an activity in which students move around and talk to each others to get some information needed. This Mingle Game are often designed to practice question asking and answering. In this research, the researcher was conducted pre-experimental research. The researcher counted the data by using SPSS (*Statistical Package for Social Science*). Meanwhile, the mean score of pre-test was 69.7, and the mean of post-test was 73.9. Which mean that the post-test score was higher than pre-test.

Based on explanation above, there is influence of using Mingle Game in teaching speaking at the Seventh Grade of SMP YPPL Bandar Lampung and it can be conclude that teaching speaking by using Mingle Game could help students to express their ideas and made teaching learning more enjoyable and communicative.

This research concluded that there is influence of using Mingle Game towards students speaking ability especially in dialogue. Same like the previous research based on the research by Avansa Naufal with title “Using Mingle Game to Improve the Speaking Skills of the Seventh Grade Students at SMP Muhammadiyah 2 Mlati in the Academic Year of 2013/2014”. The second previous research by Susan Rizki Utami with the title “The Use of Mingle to Improve Students’ Speaking Ability Achievement at SMAN 1 Bandar Lampung”. So, this research continues what has been there before.



CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After conducting the research and analyze the data, it can be conclude as follows: there is significant influence of using mingle game toward students' speaking ability in dialogue of the seventh grade at SMP YPPL Bandar Lampung in academic year 2020/2021. Because from the result of the data collection in previous chapter where alternative hypothesis (H_a) was accepted and (H_0) was rejected. The result of paired sample test the Sig (2-tailed) is 0.00 it is lower than 0.05. It means the researcher assumption was true, sustained using mingle game can have a significant influence toward students' speaking ability.

B. Suggestion

Based on conclusion above, the researcher proposed suggestion as follows:

1. Suggestion for English Teacher

- a. Considering the advantages of using Mingle Game, the teacher should provide students with interertring game to support the learning process. Therefore, the researcher suggests that English teachers can implement Mingle Game in speaking class.

- b. Teachers should give a chance for students to more active in class. So they can express their ideas, thoughts and feelings in speaking.

2. Suggestion for Students

- a. Students should be able to express and improve their ability especially in speaking. The researcher prompted Mingle Game in teaching speaking, because this game could make students more active and enjoy when they are express ideas, thoughts and feelings in dialogue with friends.
- b. The students should pay attention in every material and practice more in speaking English.

3. Suggestion for Further Researcher

- a. This research was conducted in Junior High School in Seventh Grade. Therefore, further researcher can try to conduct a study which focuses on students' at different level of school.
- b. This research applied Mingle Game to increase students' speaking ability especially in dialogue. It is prompted for others to use, maybe in different topic, types of speaking. Hopefully, the result will be more useful for English learning process.

REFERENCES

- Avansa Naufal Hakim. 2014. *A Thesis Using English Mingle Game to Improve the Speaking Skill of the Seventh Grade Students at SMP Muhammadiyah 2 Mlati in the Academic Year of 2013/2014*. Yogyakarta: 2014.
- Brewster and Ellis. 2002. *The Primary English Teacher's Guidance*. London: Pinguin English.
- Broughton, Geoffrey, *et al.*, 1980. *Teaching English as a Foreign Language* (2nd Ed) New York: Routledge.
- Brown, H Douglas. 2001. *Principle of Language Learning and Teaching*. San Francisco: San Francisco University Press.
- Brown, H. Douglas. 2000. *Language Assessment Principle and Classroom Practices*. USA: Longman.
- Brown. 2004. *Language Assessment Principle and Classroom Practices*, (1st edition). San Fransisco: Longman.
- Budiyono. 2004. *Statistika Untuk penelitian*. Surakarta: University Press.
- Case, A. *Variations on Find Someone Who and Mingle Game:TEFL.Net*. Retrieved from www.edition.tefl.net/ideas/games/find-someone-who-minglingames/ (Accessed on January 30th, 2020).
- Celce, M and Murcia. 2001. *Teaching English as a Second or Foreign Language*. Boston: Heinle&Heinle.
- Creswell, John. 2012. *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative research.*, Boston: Pearson Education
- Darmayanti, Nofel Nofiandri. 2015. *Mingle model for Teaching English Speaking Skill for College Students*.
- David P. Harris. 1974. *Testing English as a Second Language*. New Delhi: India Offset Press.
- Donald Ary, *et al.* 2010. *Introduction to Research in Education, Eight Edition*. Wadsworth: Cengage Learning.
- Farianto, Adel. 2008. *Teaching Speaking Though the Guessing Game*. Padang: The Faculty of Teacher Training and Education of Bung Hatta University.
- Hadfield, Jill. 1999. *Begginers' Communication Games*. London: Addison Wesley Longman

- Harmer Jeremy. 2001. *The Practice Of English Language Teaching*. New York: Pearson Education Limited.
- Houston, Hall. 2013. *Mastering the Mingle by Hall*. Houston: International House Journal. Issue 33 Autumn.
- Jack R Fraenkel and Wallen . 2006. *How To Design and Evaluation Research in Education (6th ed)*. San Francisco: State University.
- Julian B. Koume, Journal of Multi Disciplinary Evaluation Vol. VI No. 14 ISSN 1556-8180 August 2010: *Using Readability Test to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, Western: Michigan University, Accessed on Wednesday 14 July 2020
- Klippel, Friederika. 1994. *Keep Talking*. USA: Cambridge University Press.
- Lewis, G, 1999. *Games fo Children*. New York: Oxford University Press.
- Lee, W R. 2002. *Teaching Language Games and Contest*. London: Oxford University Press.
- Lishikawa. 2014. *The Use of Guessing Game in Teaching Speaking an Experimental Study*. <http://papirizal.wordpress.com/2014/05/05/html>. Accessed on 16th march 2020.
- Nita Herliani. 2013. *The Use of Guessing Game to Improve Students Speaking Skill*. Jakarta: English Department School of Indonesia.
- Nunan, D.1989. *Designing Task for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Nurfitriani Dianah. 2017. *Using Mingle Game to Improve the Descriptive Text Speaking Skills of Tenth Graders of SMAN 3 Magelang In The School Year 2016/2017*. Universitas Tidar, Magelang
- Paul, Annamria. 2006. *Teaching Young Language Learners*. London: Oxford University Press.
- Paulston, Christiana Bratt and Mary Newton Bruder. 1976. *Teaching English as Second Language: Technique and Procedure*. Cambridge: Winthrop Publisher, INC.
- Richard, J C. 2008. *Teaching Listening and Speaking*. New York: Cambridge University Press.
- Samsuli, M. 2011. *Improving Speaking Skills Of the Seventh Grade Students of MTs Ummul Quro Through the Mingling Games*. Malang: Malang State University.

Scott Thornbury. 2002. *How to Teach Speaking*. Edinburg: Pearson Education Limited.

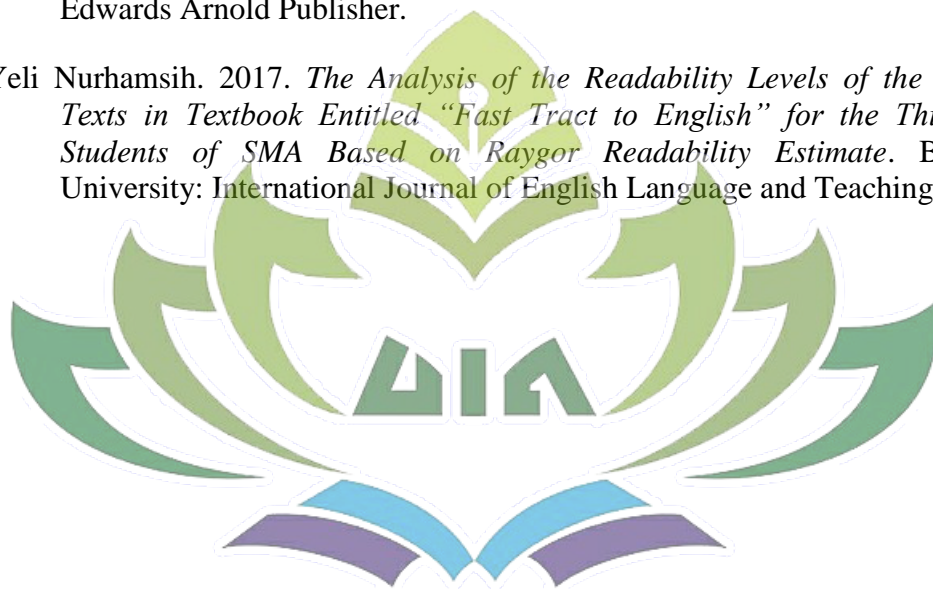
Susan Rizki Utami. 2017. *The Use of Mingle Game to Improve Second Grade Students' Speaking Achievement At SMAN 1 Bandar Lampung*. Universitas Lampung, Bandar Lampung.

Syafiah, *Interview the English Teacher* (SMP YPPL Bandar Lampung), 24 Desember 2020

Welty. 2007. *The Teacher Aids in the Instruction Team*. (New York: Mc. Graw-Hill.

Wilkins D.A. 1983. *Linguistic in Language Teaching*. London: ELBS and Edwards Arnold Publisher.

Yeli Nurhamsih. 2017. *The Analysis of the Readability Levels of the Reading Texts in Textbook Entitled "Fast Tract to English" for the Third Year Students of SMA Based on Raygor Readability Estimate*. Bengkulu University: International Journal of English Language and Teaching.



APPENDIXES



Appendix 1A

Students' Score of Seventh Grade

MATA PELAJARAN : BAHASA INGGRIS

KELAS : 7A

NO	NAMA SISWA	Score
1.	Ahmad Agus Siagian	72
2.	Ahmad Bukhori Pratama	67
3.	Ananda Okatvia	73
4.	Diannisa Abdullah	65
5.	Dita Amelia	66
6.	Eka Kirana Cinta	67
7.	Ikhsan Fadhillah	72
8.	Jelita Jayanti	65
9.	Kartika	65
10.	M. Sobirin	57
11.	Mario Kawanta	72
12.	Marsya Amelia Azahra	66
13.	Marvel Ehsan Andriansyah	60
14.	Maya Fitri Yani	65
15.	Muhamad Suparil Riyanto	73
16.	Muhamad Artha Tilana	73
17.	Nazwa Dina Aprilia	65
18.	Nurul Fajriah	65
19.	Rendi Yansah	72
20.	Reno Fajrin Apriliano	60
21.	Suci Rahmadhani	73
22.	Sugiandhika Maulana	65
23.	Tiara Ayu Nirmala	72
24.	Uswatun Hasanah	72
25.	Viona Melani Putri	62
26.	Zovan Samudra	73

Appendix 1B

Students' Score of Seventh Grade

MATA PELAJARAN : BAHASA INGGRIS

KELAS : 7B

	NAMA SISWA	Score
1.	Adelia Balqis	72
2.	Ajeng Safinah	73
3.	Damar Jamaika	66
4.	Dhiya Shaftiyani A	69
5.	Dian Agustina	71
6.	Doni Ariyanto	62
7.	Dwi Fadlih	70
8.	Fauja Hera	72
9.	Fauziah Az Jahro	68
10.	Ilham Nurohman	69
11.	Isma Dama Yanti	71
12.	Kyano Al Ramadhani	60
13.	M Andiken Pratama	66
14.	M Dzaki Tamsih A	72
15.	M Iqbal Maulana	70
16.	Marissa Asri Lestari	64
17.	Meytharia Chindra Kirani	60
18.	Muhammad Fahmi	66
19.	Nike Pinasti	73
20.	Nisah Febriyani	69
21.	Nurul	72
22.	Rahman Bahktiar	65
23.	Raisya Qurrota Ayun	72
24.	Rajendra Mahatma F	73
25.	Rayhan Endhy Wijaya	60

Appendix 2A

Teacher's Interview Guideline

Day/Date :

Place :

Time :

Teacher :

1. Can you explain your experience in teaching English, especially in teaching speaking?
2. Do you have special method or technique in teaching speaking?
3. Do you have difficulty to teach English, especially speaking?
4. Do you have problems in teaching speaking?
5. How is student ability in speaking skill?
6. How are criteria of minimum standard (KKM) in English Lesson?
7. How far the efforts to improve students' speaking skill?

Appendix 2B

The Transcript of Interview the Teacher


Day/Date : Wednesday, 23th Desember 2020

Place : SMP YPPL Bandar Lampung

Time : 10.00 am

Teacher : Ms. Syafiah, S.pd

No.	Questions	Answer	Conclusion
1.	Can you explain your experience in teaching English, especially in teaching speaking?	I have been teaching English for about 8 years. Sometime I asked students to speak following me. And sometime I gave an example of how to say the word in English and then the students followed it.	Teacher asked the students to following word that he says when teaching speaking to stimulate the students.
2.	Do you have special method or technique in teaching speaking?	I don't have technique or method when teaching speaking. Sometimes I asked the students to sing English song as, songs about animals.	Teacher doesn't have special technique or method. But sometimes he asked students to sing in front of class to teach speaking.



3.	Do you have difficulty to teach English, especially speaking?	Students have difficulty when they are speaking English. They can't speak English well.	Student difficulty to speak English well.
4.	Do you have problems in teaching speaking?	Students find it difficult to follow the words that I speak. And difficulty to guess. Sometimes they also don't want to follow. Then they often make noise when speaking English.	Student noise when learn speaking and they are feel supine when teacher give example how to speak word.
5.	How is student ability in speaking skill?	Normal, but there are also some students who can speak in classroom.	There are little bit students who can speak English.
6.	How are criteria of minimum standard (KKM) in English Lesson, especially speaking?	KKM speaking in this school is 72.	KKM speaking in this school is 72.
7.	How far the efforts to improve students' speaking skill?	I asked students to make short dialogue.	Teacher asked students to make short dialogue.

Appendix 2C

Result of Teacher's Interview

Day/Date : Wednesday, 23th December 2020

Place : SMP YPPL Bandar Lampung

Time : 10.00 am

Teacher : Ms. Syafiah, S.pd

1. Can you explain your experience in teaching English, especially in teaching speaking?

Answer: I have been teaching English for about 8 years. In teaching speaking, I usually use repetition to stimulate students to be able to speak English. So I gave an example of how to say the word in English and then the students followed it

2. Do you have special method or technique in teaching speaking?

Answer: I don't have special technique when teaching speaking. Sometimes I asked the students to sing English song as, songs about animals.

3. Do you have difficulty to teach English, especially speaking?

Answer: Students have difficulty when they are speaking English. They can't speak English well.

4. Do you have problems in teaching speaking?

Answer: Students find it difficult to follow the words that I speak and they feel hard to guess the material that I gave. Sometimes they also don't want to follow. Then they often make noise when speaking English.

5. How is student ability in speaking skill?

Answer: Normal, but there are also some students who can speak in classroom.

6. How are criteria of minimum standard (KKM) in English Lesson?

Answer: KKM in this school is 72. That includes all skills in English.

7. How far the efforts to improve students' speaking skill?

Answer: I asked students to make short dialogue.

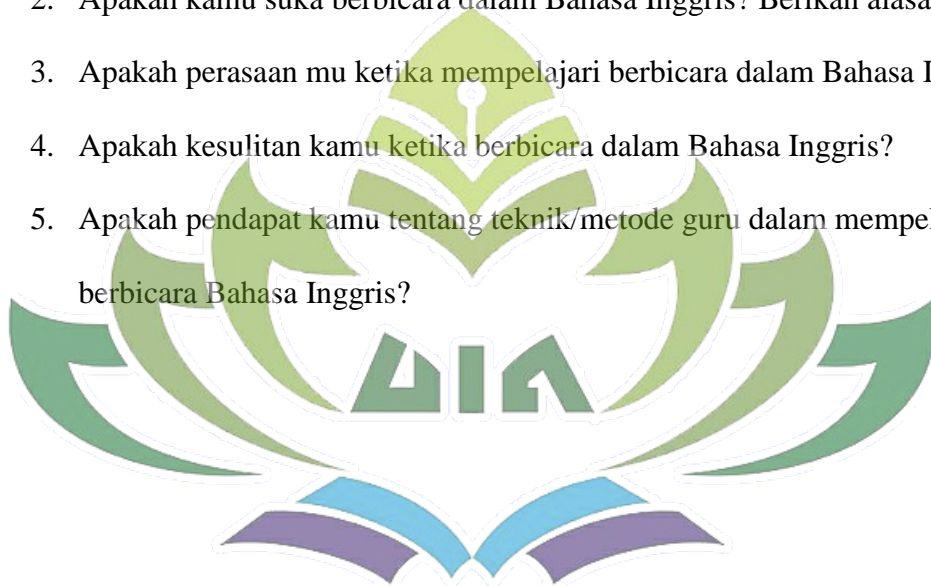


Appendix 3A**Students' Questionnaire Guideline**

Name :

Class :

1. Apakah kamu suka pelajaran Bahasa Inggris?
2. Apakah kamu suka berbicara dalam Bahasa Inggris? Berikan alasan!
3. Apakah perasaan mu ketika mempelajari berbicara dalam Bahasa Inggris?
4. Apakah kesulitan kamu ketika berbicara dalam Bahasa Inggris?
5. Apakah pendapat kamu tentang teknik/metode guru dalam mempelajari berbicara Bahasa Inggris?



Appendix 3B

Students' Questionnaire Result

Name : Eka Kirana Cinta

Class : 7A

1. Apakah kamu suka pelajaran Bahasa Inggris?

Jawab: suka, karena saya suka pelajaran bahasa inggris

2. Apakah kamu suka berbicara dalam Bahasa Inggris? Berikan alasan!

Jawab: biasa aja, tergantung penyampaian guru nya

3. Apakah perasaan mu ketika mempelajari berbicara dalam Bahasa Inggris?

Jawab: biasa saja, terkadang saya merasa senang jika belajar bahasa inggris, kadang juga saya merasa gugup apabila saya tidak bisa mengikuti materi yang disampaikan oleh guru. Kadang saya malu kalo disuruh berbicara bahasa inggris sendirian.

4. Apakah kesulitan kamu ketika berbicara dalam Bahasa Inggris?

Jawab: saya takut salah dalam berbicara bahasa inggris, dan saya juga sering merasa gugup jika berbicara bahasa inggris.

5. Apakah pendapat kamu tentang teknik/metode guru dalam mempelajari berbicara Bahasa Inggris?

Jawab: ya biasa saja. Guru nya tidak pernah menggunakan game ketika belajar berbicara.

Students' Questionnaire Result

Name : M. Sobirin

Class : 7A

1. Apakah kamu suka pelajaran Bahasa Inggris?

Jawab: tidak, saya tidak suka pelajaran bahasa inggris

2. Apakah kamu suka berbicara dalam Bahasa Inggris? Berikan alasan!

Jawab: tidak, karena susah menyebutkan nya. Dan saya malu kalo disuruh berbicara bahasa inggris sendirian. Takut salah

3. Apakah perasaan mu ketika mempelajari berbicara dalam Bahasa Inggris?

Jawab: gugup karena saya tidak suka pelajaran bahasa inggris

4. Apakah kesulitan kamu ketika berbicara dalam Bahasa Inggris?

Jawab: saya takut salah, karena menyebutkan nya susah dan takut ditertawakan teman-teman

5. Apakah pendapat kamu tentang teknik/metode guru dalam mempelajari berbicara Bahasa Inggris?

Jawab: tidak ada, guru nya lebih banyak cerita daripada mengajar.

Students' Questionnaire Result

Name : Dian Agustina

Class : 7B

1. Apakah kamu suka pelajaran Bahasa Inggris?

Jawab: suka, tapi kadang-kadang tidak suka

2. Apakah kamu suka berbicara dalam Bahasa Inggris? Berikan alasan!

Jawab: suka, karena saya kadang-kadang berbicara bahasa inggris dengan teman

3. Apakah perasaan mu ketika mempelajari berbicara dalam Bahasa Inggris?

Jawab: senang. Tapi kadang saya malu kalo harus berbicara sendirian karena takut ditertawakan temen sekelas.

4. Apakah kesulitan kamu ketika berbicara dalam Bahasa Inggris?

Jawab: saya takut salah dan saya merasa malu

5. Apakah pendapat kamu tentang teknik/metode guru dalam mempelajari berbicara Bahasa Inggris?

Jawab: Guru nya tidak pernah memberikan game ketika belajar bahasa inggris.

Students' Questionnaire Result

Name : Ilham Nurohman

Class : 7B

1. Apakah kamu suka pelajaran Bahasa Inggris?

Jawab: iya saya suka

2. Apakah kamu suka berbicara dalam Bahasa Inggris? Berikan alasan!

Jawab: suka, karena saya suka pelajaran bahasa inggris

3. Apakah perasaan mu ketika mempelajari berbicara dalam Bahasa Inggris?

Jawab: senang sekali dan gembira

4. Apakah kesulitan kamu ketika berbicara dalam Bahasa Inggris?

Jawab: saya kadang kalau disuruh berbicara bahasa inggris takut salah dan di tertawai teman-teman

5. Apakah pendapat kamu tentang teknik/metode guru dalam mempelajari berbicara Bahasa Inggris?

Jawab: bosan karena guru nya mengajar cerita terus.

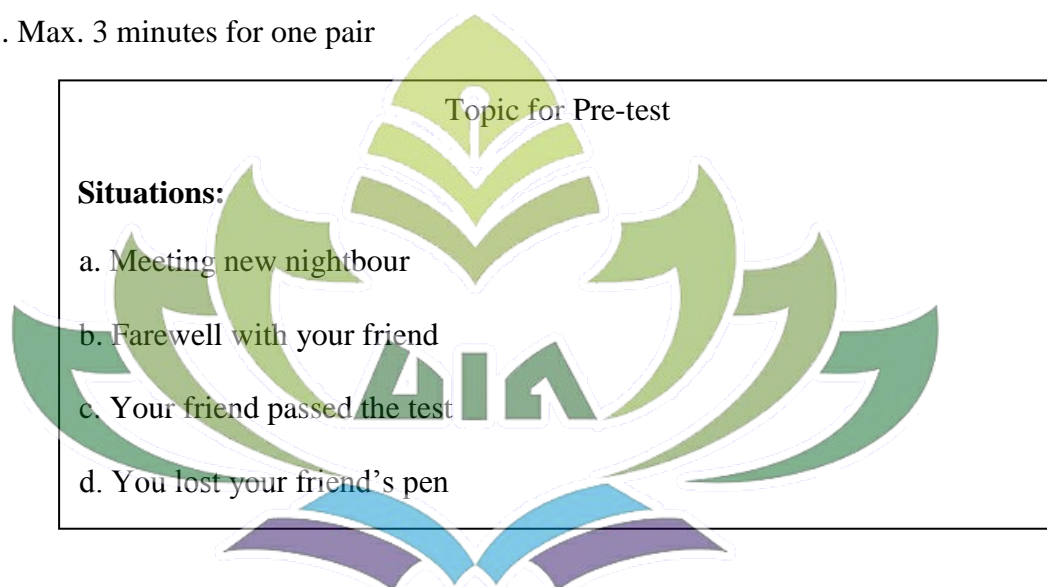
Appendix 4

Instrument of Pre-test

Class/Time Allocation: 7/2x40 minutes

Instruction:

1. Choose one topic below
2. To do the dialog with your pair in front of class
3. Max. 3 minutes for one pair



Topic for Pre-test

Situations:

- a. Meeting new nightbour
- b. Farewell with your friend
- c. Your friend passed the test
- d. You lost your friend's pen

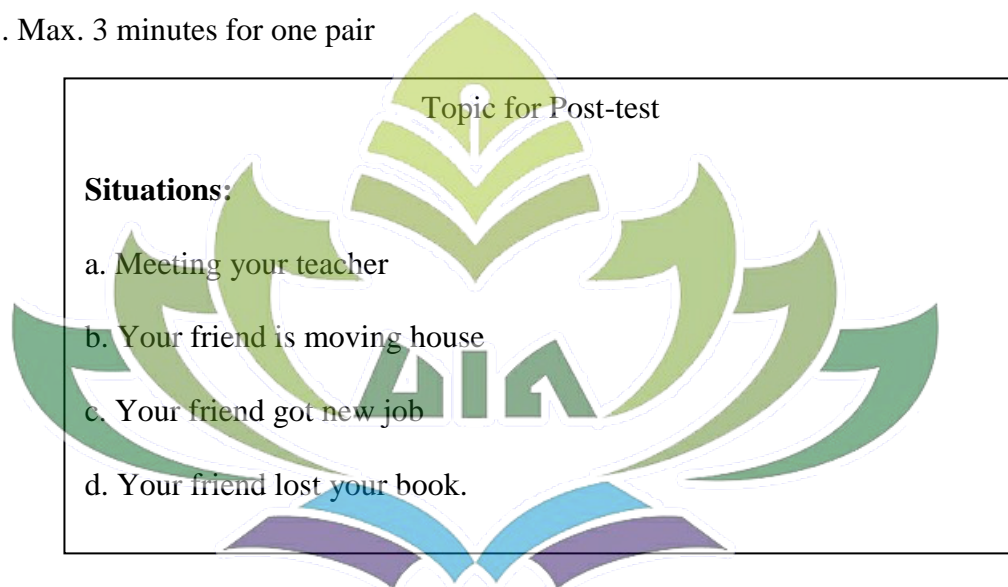
Appendix 5

Instrument of Post-test

Class/Time Allocation: 7/2x40 minutes

Instruction:

1. Choose one topic below
2. To do the dialog with your pair in front of class
3. Max. 3 minutes for one pair



Topic for Post-test

Situations:

- a. Meeting your teacher
- b. Your friend is moving house
- c. Your friend got new job
- d. Your friend lost your book.

Appendix 6

Expert Judgment Form for Speaking Test

Petunjuk Pengisian:

1. Bacalah dengan teliti setiap pertanyaan sebelum anda memberi jawaban.
2. Berilah tanda ceklis (√) pada kolom “Yes” bila sudah sesuai dengan criteria
3. Berilah tanda ceklis (√) pada kolom “No” bila tidak sesuai dengan criteria, kemudian tuliskan alasan pada kolom bagian “Comments”

No	Questions	Yes	No	Comments
1.	Apakah instruments sudah sesuai dengan kompetensi dasar dan indicator untuk siswa kelas 7 semester 1?			
2.	Apakah isi materi dan topic sesuai dengan jenjang sekolah atau tingkat kelas?			
3.	Apakah instruksi mudah dipahami oleh siswa?			
4.	Apakah instruksi sudah sesuai dengan aspek yang diukur?			
5.	Apakah instruksi sudah sesuai dengan kisi-kisi?			

Bandar Lampung,

2021

Validator,

Syafiah, S.Pd

Appendix 7

Readability of Speaking Test

Nama :

Kelas :

A. Instruksi

Buat lah dan praktekanlah sebuah dialog tentang ucapan salam (Greeting), pamitan (Leave Taking), ucapan terimakasih (Gratitude) dan permintaan maaf (Apology)

B. Speaking (*Berbicara*),kalian akan dinilail berdasarkan indikator dibawah ini:

- a. Tata Bahasa : Penggunaan tata bahasa yang sesuai dan jelas
- b. Pengucapan : Pengucapan yang jelas dan benar
- c. Kosa Kata : Penggunaan kata-kata yang spesifik dan efektif
- d. Kelancaran : Berbicara dengan tenang dan tidak kesulitan
- e. Pemahaman : Respon yang relevan dan memadai terhadap isi

Berdasarkan instruksi di dalam kotak diatas. Jawablah pertanyaan ya atau tidak dibawah ini dengan memberikan tanda ceklis (✓)dikolom ya atau tidak!

No	Pertanyaan	Ya	Tidak
1.	Apakah anda mengerti tentang instruksi diatas?		
2.	Apakah anda mengerti kata-kata sulit dari instruksi tersebut?		
3.	Apakah anda mengerti apa yang harus dilakukan berdasarkan instruksi tersebut?		
4.	Apakah topik dari instruksi tes diatas jelas?		
5.	Apakah indicator berbicara yang dinilai di tes diatas sudah jelas?		

Appendix 8A

THE ANALYSIS STUDENTS' SCORE OF PRE-TEST IN EXPERIMENTAL CLASS

No	Nama	Grammar		Vocabulary		Pronunciation		Fluency		Comprehension		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	AAS	14	14	15	15	13	13	12	13	14	14	68	69	68.5
2	ABP	15	15	15	15	13	13	12	12	15	15	70	70	70
3	AO	13	14	16	15	14	13	12	13	14	16	69	71	70
4	DA	14	15	15	15	13	13	13	12	14	15	69	70	69.5
5	DA	15	15	14	14	14	14	12	11	15	16	70	70	70
6	EKC	14	15	15	14	13	13	12	13	14	14	68	69	68.5
7	IF	15	15	15	14	14	13	11	13	15	16	70	71	70.5
8	JJ	14	15	15	15	13	13	13	13	16	16	72	72	72
9	K	15	15	15	15	13	12	12	13	15	15	70	70	70
10	MS	14	14	14	15	13	13	12	13	15	14	68	69	68.5
11	MK	15	14	14	14	13	13	13	13	14	15	69	69	69
12	MAA	14	14	14	15	13	13	12	13	15	14	68	69	68.5
13	MEA	15	15	15	15	14	13	11	13	15	16	70	72	71
14	MFY	14	15	15	15	13	14	13	13	14	15	69	72	70.5
15	MSR	14	15	15	15	13	13	12	13	14	14	68	70	69
16	MAT	14	15	15	15	13	13	13	13	14	15	69	71	70
17	NDA	15	15	15	15	13	15	14	12	13	15	70	72	71
18	NF	14	15	14	15	13	13	12	13	15	14	68	70	69
19	RY	14	14	14	15	13	13	12	13	15	14	68	69	68.5
20	RFA	13	15	16	15	14	13	12	12	14	15	69	70	69.5
21	SR	15	15	13	15	15	13	12	12	15	15	70	70	70
22	SM	14	15	15	15	13	13	13	12	16	16	71	71	71
23	TAN	15	15	15	16	14	14	11	13	15	13	70	71	70.5
24	UH	14	15	15	14	11	13	15	13	15	16	70	71	70.5
25	VMP	15	15	14	15	13	14	13	11	14	15	69	70	69.5
26	ZS	14	15	15	15	13	13	12	13	14	14	68	70	69

R1: The English Teacher

R2: The Researcher

Appendix 8B

THE ANALYSIS STUDENTS' SCORE OF POST-TEST IN EXPERIMENTAL CLASS

No	Nama	Grammar		Vocabulary		Pronunciation		Fluency		Comprehension		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	AAS	15	15	14	15	13	14	13	13	16	16	71	73	72
2	ABP	15	16	14	15	15	15	13	14	16	16	73	76	74.5
3	AO	15	16	15	14	13	14	13	14	16	16	72	74	73
4	DA	15	15	14	14	13	15	13	13	16	16	71	73	72
5	DA	15	16	15	15	13	14	13	13	16	16	72	74	73
6	EKC	15	15	13	14	15	15	13	13	16	16	72	73	72.5
7	IF	15	16	14	15	15	15	13	14	16	16	73	76	74.5
8	JJ	16	15	15	16	15	15	14	14	16	16	76	76	76
9	K	15	16	14	14	15	16	13	13	16	16	73	75	74
10	MS	15	16	15	15	13	13	13	13	16	16	72	73	72.5
11	MK	15	16	15	15	14	13	13	13	16	16	73	73	73
12	MAA	15	16	15	14	13	14	14	14	16	16	73	74	73.5
13	MEA	16	16	15	15	14	15	13	14	16	16	74	76	75
14	MFY	16	16	14	15	16	15	13	14	16	16	75	76	75.5
15	MSR	15	16	14	14	15	16	13	13	16	16	73	75	74
16	MAT	16	16	14	16	14	14	14	14	16	14	74	74	74
17	NDA	16	16	14	15	16	15	14	14	14	16	74	76	75
18	NF	16	16	14	14	16	16	14	13	14	16	74	75	74.5
19	RY	15	16	15	14	14	16	13	14	16	14	73	74	73.5
20	RFA	15	16	15	14	14	16	13	13	16	16	73	75	74
21	SR	16	16	14	14	14	16	14	13	16	16	74	75	74.5
22	SM	15	16	15	14	13	16	14	13	16	16	73	75	74
23	TAN	16	16	14	15	16	15	13	14	16	16	75	76	75.5
24	UH	14	16	16	15	16	15	13	14	16	16	75	76	75.5
25	VMP	15	14	15	15	15	16	13	13	16	16	74	74	74
26	ZS	15	16	15	14	13	14	13	14	16	16	72	74	73

R1: The English Teacher

R2: The Researcher

Appendix 9

Students' score of pretest and post-test Gain in Experimental Class

No	Name	Pre-test	Post-test	Gain
1	AAS	68.5	72	3.5
2	ABP	70	74.5	4.5
3	AO	70	73	3
4	DA	69.5	72	2.5
5	DA	70	73	3
6	EKC	68.5	72.5	4
7	IF	70.5	74.5	4
8	JJ	72	76	4
9	K	70	74	4
10	MS	68.5	72.5	4
11	MK	69	73	4
12	MAA	68.5	73.5	5
13	MEA	71	75	4
14	MFY	70.5	75.5	5
15	MSR	69	74	5
16	MAT	70	74	4
17	NDA	71	75	4
18	NF	69	74.5	5.5
19	RY	68.5	73.5	5
20	RFA	69.5	74	4.5
21	SR	70	74.5	4.5
22	SM	71	74	3
23	TAN	70.5	75.5	5
24	UH	70.5	75.5	5
25	VMP	69.5	74	4.5
26	ZS	69	73	4

Appendix 10

The Result of Reliability

The Result of Reliability of Pre-test in Experimental Class

Reliability Statistics	
Cronbach's Alpha	N of Items
.803	2

The Result of Reliability of Post-test in Experimental Class

Reliability Statistics	
Cronbach's Alpha	N of Items
.850	2

Based on the output of table reliability above, it was gained score of Cronbach's Alpha 0.850. It was reliable if the score of Cronbach's Alpha \geq 0.600. Furthermore, to know the criteria of reliability according to Arikunto was "very high".

Appendix 11

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP YPPL Bandar Lampung

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/I

Materi Pokok : ucapan sapaan, pamitan, terimakasih, dan permintaan maaf

Alokasi waktu : 2 JP (2x40 menit)

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1 Memahami fungsi social, struktur teks, dan unsur kebahasaan pada	3.1.1 Siswa mampu mengidentifikasi fungsi social pada ungkapan

<p>ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya, sesuai dengan konteks penggunaannya.</p>	<p>sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya sesuai dengan konteks penggunaannya.</p> <p>3.1.2 Siswa mampu mengidentifikasi struktur teks pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf serta responnya, sesuai dengan konteks penggunaannya.</p> <p>3.1.3 Siswa mampu mengidentifikasi unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf serta responnya, sesuai dengan konteks penggunaannya.</p>
<p>4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.1.1 Siswa mampu mempraktekkan teks lisan sederhana untuk mengucapkan dan merespon sapaan, pamitan, ucapan terimakasih, dan permintaan maaf dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar sesuai dengan konteks.</p>

C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran siswa mampu:

1. Mengidentifikasi fungsi social pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya sesuai dengan konteks penggunaannya.

2. Mengidentifikasi struktur teks pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf serta responnya, sesuai dengan konteks penggunaannya.
3. Mengidentifikasi unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf serta responnya, sesuai dengan konteks penggunaannya
4. Memperaktekkan teks lisan sederhana untuk mengucapkan dan merespon sapaan, pamitan, ucapan terimakasih, dan permintaan maaf dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar sesuai dengan konteks

D. Materi Pembelajaran

Teks lisan untuk sapaan, pamitan, ucapan terimakasih, dan permintaan maaf

Fungsi Sosial

Menjaga hubungan interpersonal dengan guru dan teman

Struktur Teks

Ungkapan hapalan, tidak perlu dijelaskan tata bahasanya

- a. *good morning. How are you?, fine, thank you. And you?* Dan semacamnya
- b. *goodbye see you later. See you. Take care.* Dan semacamnya
- c. *thank you. You are welcome.* Dan semacamnya
- d. *I'm sorry. That's fine, okay. Alright.* Dan semacamnya

Unsur Kebahasaan

Kosa kata, tata bahasa, ucapan, tekanan kata dan intonasi

Example of Greetings

Greetings	Response
Hello	Hi!
Good morning	Good morning
Good afternoon	Good afternoon
Good night	Good night
How are you?	I'm fine thank you
How are you doing?	I'm very well thank you
Nice to meet you	Nice to meet you too
How's everything?	Great, thanks
Good to see you	Good to see you too

Example of Leave Taking

Leave Taking	Response
Sorry, I have to go now	Good bye
I'll talk you later	Yes of course. See you
It's been nice talking to you	Sure, see you later
Good bye	Take care
See you tomorrow	Keep in touch
	See you

Example of Gratitude

Gratitude	Response
Thank you	My pleasure
Thank you very much	You're welcome
Thanks a lot	No problem
I am grateful	Don't mention it
It means a lot for me	It's alright

Example of Apology

Apology	Response
Sorry	It's fine / it's okay / it's alright
I'm so sorry	That's fine
Sorry it was my fault	Forget it
I'm really sorry	Don't worry about it
Please forgive me	It doesn't matter
Pardon me	Don't mention it
I apologize for my attitude	Never mind

E. Media, Alat dan Sumber Pelajaran

1. Media

- Video about Greetings: <http://youtu.be/Fw0rdSHzWFY>
- Video about Leave Taking: <http://youtu.be/3wLI5aH27b4>
- Video about Gratitude: <http://youtu.be/pzbfQB7wglc>
- Video about Apology: <http://youtu.be/vZVcW2Jqb4M>

2. Alat/Bahan:
Laptop, LCD Proyektor, Papan Tulis, Spidol
3. Sumber Belajar
 - a. Kementrian Pendidikan dan Kebudayaan. 2016. *Bahasa Inggris “When English Rings the Bell” SMP/MTs Kelas VII*. Jakarta : Kementrian Pendidikan dan Kebudayaan.
 - b. Internet source

F. Pendekatan/Metode/ Teknik Pembelajaran

1. Pendekatan : *Scientific approach*
2. Teknik : Mingle Game

G. Langkah-Langkah Kegiatan Pembelajaran

Pertemuan 1

Pre-Activity (10')	<ul style="list-style-type: none"> - Guru membuka pembelajaran dengan mengucapkan salam dan doa - Guru menanyakan kabar dan mengecek kehadiran siswa - Guru menyampaikan tujuan pembelajaran yang akan dicapai - Guru menyampaikan lingkup materi, serta langkah pembelajaran menggunakan mingle game serta teknik penilaian
Main Activity (60')	Mengamati (Observing) <ul style="list-style-type: none"> - Siswa dibagi menjadi dua kelompok oleh guru. Kelompok pertama sebagai penanya, dan kelompok kedua sebagai penjawab - Dengan bimbingan guru, siswa mengamati video yg ditampilkan tentang ucapan salam (Greeting) dan

	<p>perpisahan (Leave Taking)</p> <p>Menanya (Questioning)</p> <ul style="list-style-type: none"> - Dengan bimbingan dan arahan guru, siswa menggali informasi dan mengajukan pertanyaan berhubungan dengan ucapan salam (Greeting) dan perpisahan (Leave Taking) <p>Mengumpulkan Informasi (Exploring)</p> <ul style="list-style-type: none"> - Siswa berdiskusi dengan kelompok nya tentang apa saja ucapan salam (Greeting) dan perpisahan (Leave Taking) serta respons nya <p>Mengasosiasi (Associating)</p> <ul style="list-style-type: none"> - Guru membagikan topik kepada masing masing kelompok. Kelompok pertama sebagai penanya dan kelompok kedua sebagai penjawab - Lalu kelompok penanya mulai berdialog kepada kelompok penjawab pada saat guru berkata “mingle” sesuai dengan topic yg mereka dapatkan. - Setelah guru berkata “stop” masing masing kelompok berhenti dan harus bertukar pasangan. <p>Mengomunikasikan (Communicating)</p> <ul style="list-style-type: none"> - Guru memanggil nama siswa untuk maju kedepan. Lalu siswa yang nama nya terpanggil harus maju dengan pasangan nya
--	--

	<ul style="list-style-type: none"> - Siswa bersama pasangan masing masing memperagakan dialog tentang ucapan salam (Greeting) atau perpisahan (Leave Taking) di depan kelas - Guru memberikan penilaian terhadap siswa
Post-Activity (10')	<ul style="list-style-type: none"> - Guru bersama siswa menyampaikan kesimpulan tentang pelajaran - Guru memberikan bertanya kembali tentang pembelajaran kepada siswa - Guru memberikan penugasan kepada siswa - Guru menyampaikan materi pembelajaran berikutnya - Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa

Pertemuan 2

Pre-Activity (10')	<ul style="list-style-type: none"> - Guru membuka pembelajaran dengan mengucapkan salam dan doa - Guru menanyakan kabar dan mengecek kehadiran siswa - Guru menyampaikan tujuan pembelajaran yang akan dicapai - Guru menyampaikan lingkup materi, serta langkah pembelajaran menggunakan mingle game serta teknik penilaian
Main Activity (60')	Mengamati (Observing) <ul style="list-style-type: none"> - Siswa dibagi menjadi dua kelompok oleh guru. Kelompok pertama sebagai penanya, dan kelompok kedua sebagai penjawab

	<ul style="list-style-type: none"> - Dengan bimbingan guru, siswa mengamati video yg ditampilkan tentang ucapan terimakasih (Gratitude) <p>Menanya (Questioning)</p> <ul style="list-style-type: none"> - Dengan bimbingan dan arahan guru, siswa menggali informasi dan mengajukan pertanyaan berhubungan dengan ucapan terimakasih (Gratitude) <p>Mengumpulkan Informasi (Exploring)</p> <ul style="list-style-type: none"> - Siswa berdiskusi dengan kelompok nya tentang apa saja ucapan terimakasih (Gratitude) serta respons nya <p>Mengasosiasi (Associating)</p> <ul style="list-style-type: none"> - Guru membagikan topik kepada masing masing kelompok. Kelompok pertama sebagai penanya dan kelompok kedua sebagai penjawab - Lalu kelompok penanya mulai berdialog kepada kelompok penjawab pada saat guru berkata “mingle” sesuai dengan topic yg mereka dapatkan. - Setelah guru berkata “stop” masing masing kelompok berhenti dan harus bertukar pasangan. <p>Mengomunikasikan (Communicating)</p> <ul style="list-style-type: none"> - Guru memanggil nama siswa untuk maju kedepan. Lalu siswa yang nama nya terpanggil harus maju dengan pasangan nya - Siswa bersama pasangan masing masing memperagakan dialog tentang ucapan terimakasih
--	---

	<p>(Gratitude) di depan kelas</p> <ul style="list-style-type: none"> - Guru memberikan penilaian terhadap siswa
Post-Activity (10')	<ul style="list-style-type: none"> - Guru bersama siswa menyampaikan kesimpulan tentang pelajaran - Guru memberikan bertanya kembali tentang pembelajaran kepada siswa - Guru memberikan penugasan kepada siswa - Guru menyampaikan materi pembelajaran berikutnya - Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa

Pertemuan 3

Pre-Activity (10')	<ul style="list-style-type: none"> - Guru membuka pembelajaran dengan mengucapkan salam dan doa - Guru menanyakan kabar dan mengecek kehadiran siswa - Guru menyampaikan tujuan pembelajaran yang akan dicapai - Guru menyampaikan lingkup materi, serta langkah pembelajaran menggunakan mingle game serta teknik penilaian
Main Activity (60')	<p>Mengamati (Observing)</p> <ul style="list-style-type: none"> - Siswa dibagi menjadi dua kelompok oleh guru. Kelompok pertama sebagai penanya, dan kelompok kedua sebagai penjawab - Dengan bimbingan guru, siswa mengamati video yg ditampilkan tentang ucapan permintaan maaf (apology) <p>Menanya (Questioning)</p> <ul style="list-style-type: none"> - Dengan bimbingan dan arahan guru, siswa menggali informasi dan mengajukan pertanyaan berhubungan

	<p>dengan ucapan permintaan maaf (apology)</p> <p>Mengumpulkan Informasi (Exploring)</p> <ul style="list-style-type: none"> - Siswa berdiskusi dengan kelompok nya tentang apa saja ucapan permintaan maaf (apology) serta respons nya <p>Mengasosiasi (Associating)</p> <ul style="list-style-type: none"> - Guru membagikan topik kepada masing masing kelompok. Kelompok pertama sebagai penanya dan kelompok kedua sebagai penjawab - Lalu kelompok penanya mulai berdialog kepada kelompok penjawab pada saat guru berkata “mingle” sesuai dengan topic yg mereka dapatkan. - Setelah guru berkata “stop” masing masing kelompok berhenti dan harus bertukar pasangan. <p>Mengomunikasikan (Communicating)</p> <ul style="list-style-type: none"> - Guru memanggil nama siswa untuk maju kedepan. Lalu siswa yang nama nya ter Panggil harus maju dengan pasangan nya - Siswa bersama pasangan masing masing memperagakan dialog tentang ucapan permintaan maaf (apology) di depan kelas - Guru memberikan penilaian terhadap siswa
Post-Activity (10')	<ul style="list-style-type: none"> - Guru bersama siswa menyampaikan kesimpulan tentang pelajaran - Guru memberikan bertanya kembali tentang pembelajaran kepada siswa - Guru memberikan penugasan kepada siswa - Guru menyampaikan materi pembelajaran berikutnya - Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa

H. Penilaian

Bentuk Instrument : Speaking Test

Teknik : Berbicara

Instrument : Terlampir

I. Scoring Rubric of Speaking

Score	Content Comprehension	Vocabulary	Grammar	Pronunciation	Fluency
20-16	Relevant and adequate response to the task set.	Almost no inadequacies in vocabulary for the task. Only rare circumlocutions.	Almost no grammatical inaccuracies, occasional imperfect control of a few patterns.	Articulation is reasonably comprehensible to native speakers, there may be a marked "foreign accent" but almost no misunderstanding is caused and repetition required only infrequently.	Utterances, whilst occasionally hesitant, are characterized by an evenness and flow hindered, very occasionally, by groping, rephrasing and circumlocutions. Inter-sentential connectors are used effectively as fillers.
15-11	Response for the most part relevant to the task set, though there	Some misunderstandings may arise through lexical	Some grammatical inaccuracies, developing a control of	Rhythm, intonation, and pronunciation require concentrate	Signs of developing attempt as using cohesive

	may be some gaps or redundancy.	inadequacy, circumlocutions are frequent, though there are signs of a developing active vocabulary.	major patterns, but sometimes unable to sustain coherence in longer utterances.	listening, but only misunderstanding is caused or repetition required.	devices, especially conjunctions. Utterances may still be hesitant, but are gaining in coherence, speed and length.
10-6	Response of limited relevance to the task set, possibly major gaps and/or pointless repetition.	Vocabulary limited to that necessary to express simple elementary needs, inadequacy of vocabulary restricts topics of interaction to the most basic.	Syntax is fragmented and there are frequent grammatical inaccuracies, some patterns may be mustered but speech may be characterized by a telegraphic style and/or confusion of structural elements.	Strong interference from L1 in rhythm, intonation and pronunciation, understanding is difficult, and achieved often only after frequent repetition.	Utterances hesitant and often incomplete except in a few stock remarks and responses. Sentences are, for the most part, disjointed and restricted in length.
5-1	Response irrelevant to the task set, totally inadequate response.	Vocabulary inadequate even for the most basic parts of the intended communication.	Unable to function in the spoken language, almost all grammatical patterns inaccurate,	Severe and constant rhythm, intonation and pronunciation problems cause almost unintelligibility.	Utterances halting, fragmentary and incoherent.

		on.	except for a few stock phrases.		
--	--	-----	---------------------------------	--	--

Bandar Lampung,

2021

Guru Mata Pelajaran,

Peneliti

Syafiah, S.Pd**Serin Nurmayulia
NPM. 1611040164**

Appendix 12

SILABUS SMP/MTs

Mata Pelajaran : Bahasa Inggris

Kelas : 7

Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

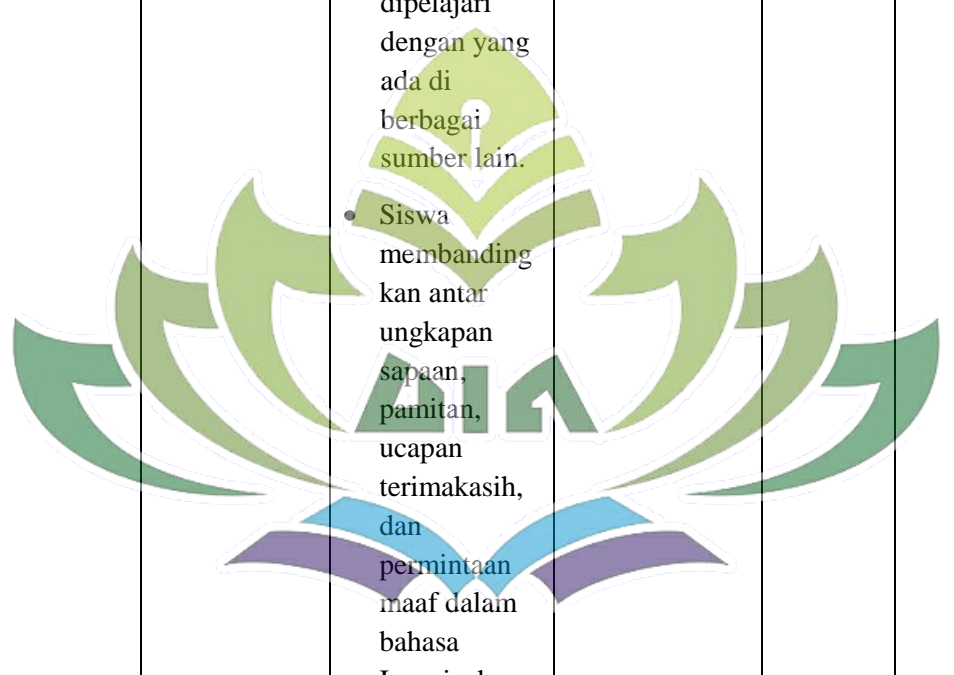
KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan	<p>Teks lisan dan tulis untuk sapaan, pamitan, ucapan terimakasih, dan permintaan maaf</p> <p><i>Fungsi sosial</i></p> <p>Menjaga</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/ menonton interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial sapaan, pamitan, ucapan terimakasih, dan permintaan maaf 	3 x 4 JP	<ul style="list-style-type: none"> model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transak

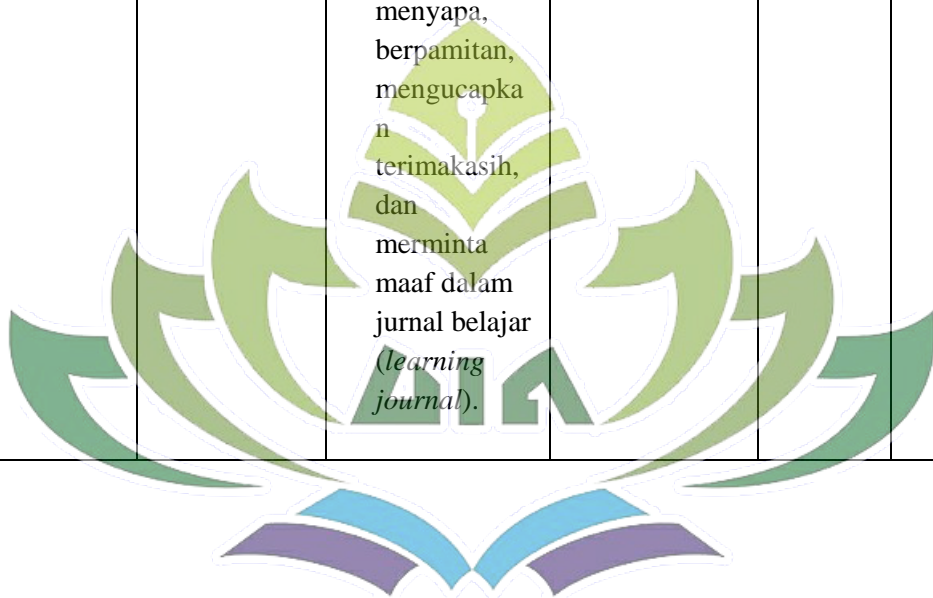
dalam semangat belajar.	hubungan interpersonal dengan guru dan teman	<ul style="list-style-type: none"> Siswa mengikuti interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf. Siswa menirukan model interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf (fungsi sosial, struktur teks, dan unsur kebahasaan). 	<ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan struktur teks sapaan, pamitan, ucapan terimakasih, dan permintaan maaf Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi 	<p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (role play) dalam bentuk interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf. Ketepatan dan kesesuaian menggunakan 	<p>sional dan fungsional dengan benar, tepat, dan dengan sikap yang sesuai.</p> <ul style="list-style-type: none"> Contoh peragaan dalam bentuk rekaman CD/VC D/ DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Teks atau latihan dari buku teks Bahasa Inggris Teks dari buku
2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	<p><i>Struktur teks</i></p> <p>(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>Good morning. How are you?, Fine, thank you. And you? dan semacamnya</i></p> <p>b. <i>Goodbye. Bye. See you later. See you. Take care., dan semacamnya</i></p> <p>c. <i>Thank you. You are welcome., dan semacamnya</i></p> <p>d. <i>I'm sorry.</i></p>				
3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya, sesuai dengan konteks penggunaannya.					
4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon sapaan,		<p>Mempertanyakan</p> <p>Dengan</p>			

<p>pamitan, ucapan terimakasih, dan permintaan maaf, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><i>That's fine, okay. Allright.</i>, dan semacamnya</p> <p>Unsur kebahasaan</p> <p>Kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi.</p> <p>Topik</p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<p>bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p>	<p>an struktur dan unsur kebahasaan dalam ungkapan sapaan, pamitan, ucapan terima kasih, dan permintaan maaf serta responnya</p> <p>Pengamatan (observations)</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan 	<p>non-teks</p> <ul style="list-style-type: none"> • Sumber dari internet, seperti: - www.english.com - http://americanenglish.state.gov/files/eresources/files - http://learnenglishtocouncil.org/en/
---	--	--	--	--



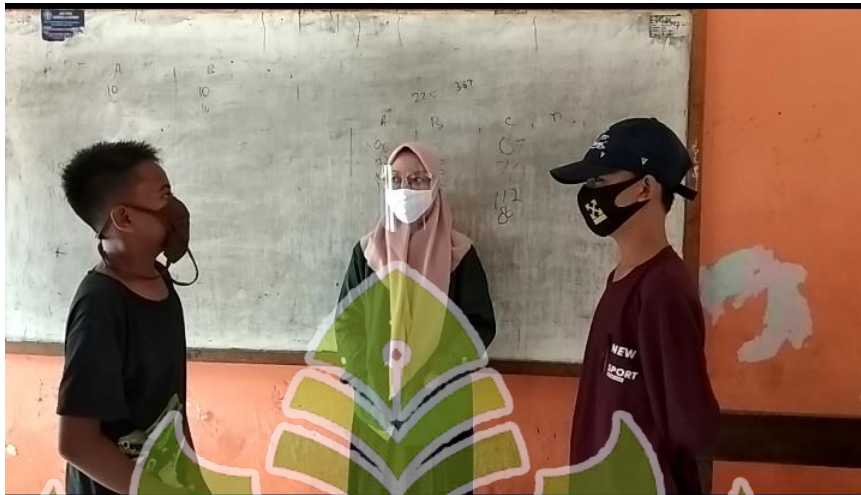
		<ul style="list-style-type: none"> Siswa membandingkan ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antar ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyapa, berpamitan, mengucapkan terimakasih, dan meminta 	kepedulian dalam melaksanakan komunikasi		
--	--	--	--	--	--

		<p>maaf dengan bahasa Inggris, di dalam dan di luar kelas.</p> <ul style="list-style-type: none">• Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf dalam jurnal belajar (<i>learning journal</i>).			
--	--	--	--	--	--



Appendix 12

Documenttion of the Research



Pre-test in Experimental Class



Pre-test in Experimental Class

Students' Treatment Using Mingle Game



Post-test in Experimental Class





YAYASAN PENDIDIKAN PANJANGLAMPUNG
SMP YPPL BANDARLAMPUNG
 Jl. Soekarno Hatta Baruna Ria Telp. (0721) 32580 Panjang
BANDAR LAMPUNG

NDS : L. 04062005

STATUS TERAKREDITASI : B NPSN : 10807196 NSS

: 20212600906

Nomor : 065/421/109/SMP YPPL/I/2021

Perihal : Izin Penelitian

Kepada Yth :

Sdr, Dekan Fakultas Tarbiyah dan Keguruan

UIN Radin Intan Lampung

Di –

Bandar Lampung

Sehubungan dengan surat Nomor : B-671/Un.16/DT/TL.01/2021 Tanggal 21 Januari 2021 Perihal

Permohonan Mengadakan Penelitian Di SMP YPPL atas Mahasiswa :

Nama : Serin Nurma Yulia

NPM : 1611040164

Semester/TA : IX/2021

Program Study : PBI

Maka Kami Kepala SMP YPPL Bandar Lampung Memerikan Izin Kepada Mahasiswa tersebut untuk melaksanakan penelitian sesuai jadwal yang ditentukan

Bandar Lampung, 29 Januari 2021

Kepala Sekolah



afiah S.Pd

CHAPTER I.

ORIGINALITY REPORT

14%

SIMILARITY INDEX

13%

INTERNET SOURCES

0%

PUBLICATIONS

5%

STUDENT PAPERS

PRIMARY SOURCES

1	repository.radenintan.ac.id Internet Source	5%
2	eprints.uny.ac.id Internet Source	2%
3	Submitted to Universitas Muhammadiyah Surakarta Student Paper	2%
4	core.ac.uk Internet Source	1%
5	f.library.uny.ac.id Internet Source	1%
6	repository.uinjkt.ac.id Internet Source	1%
7	Submitted to UIN Raden Intan Lampung Student Paper	1%
8	docplayer.net Internet Source	<1%

CHAPTER II.

ORIGINALITY REPORT

23%

SIMILARITY INDEX

22%

INTERNET SOURCES

0%

PUBLICATIONS

5%

STUDENT PAPERS

PRIMARY SOURCES

1

ihjournal.com

Internet Source

6%

2

core.ac.uk

Internet Source

5%

3

repository.radenintan.ac.id

Internet Source

4%

4

eprints.uny.ac.id

Internet Source

3%

5

omaymastrategy.blogspot.com

Internet Source

1%

6

media.neliti.com

Internet Source

1%

7

digilib.unila.ac.id

Internet Source

1%

8

www.uniassignment.com

Internet Source

1%

9

Submitted to UIN Raden Intan Lampung

Student Paper

<1%

10

Submitted to Tikrit University

Student Paper

<1%

11

repository.uinjkt.ac.id

Internet Source

<1%

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off



CHAPTER III.

ORIGINALITY REPORT

10%

SIMILARITY INDEX

9%

INTERNET SOURCES

2%

PUBLICATIONS

5%

STUDENT PAPERS

PRIMARY SOURCES

1

repository.radenintan.ac.id

Internet Source

6%

2

Submitted to UIN Raden Intan Lampung

Student Paper

3%

3

ejournal.unp.ac.id

Internet Source

1%

4

eprints.walisongo.ac.id

Internet Source

<1%

Exclude quotes Off

Exclude bibliography Off

Exclude matches Off



CHAPTER IV

ORIGINALITY REPORT

4%

SIMILARITY INDEX

4%

INTERNET SOURCES

2%

PUBLICATIONS

4%

STUDENT PAPERS

PRIMARY SOURCES

1

Submitted to University of Central Lancashire

Student Paper

1%

2

ueaeprints.uea.ac.uk

Internet Source

1%

3

repository.radenintan.ac.id

Internet Source

1%

4

Submitted to UIN Raden Intan Lampung

Student Paper

1%

Exclude quotes Off

Exclude bibliography Off

Exclude matches Off



CHAPTER V

ORIGINALITY REPORT

6%

SIMILARITY INDEX

5%

INTERNET SOURCES

0%

PUBLICATIONS

4%

STUDENT PAPERS

PRIMARY SOURCES

1

Submitted to UIN Raden Intan Lampung

Student Paper

4%

2

repository.radenintan.ac.id

Internet Source

2%

Exclude quotes

Off

Exclude bibliography

Off

Exclude matches

Off

